DOCUMENT RESUME

ED 051 590 EC 032 427

TITLE	Gifted and Creativity Programs: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	22p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, *Bibliographies, *Creativity, Creativity Research, *Exceptional Child Education, *Gifted, Program Descriptions

ABSTRACT

One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 81 references on the gifted and creativity selected from Exceptional Child Education Abstracts. References include research reports, conference papers, journal articles, texts, and program guides, and are provided with bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED051590

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GIFTED AND CREATIVITY PROGRAMS

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 032 427

ED021240

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections---bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

To determine purchase price for hard copy multiply the document's number of pages by $ .05, then add $ .10. To determine purchase price for microfiche, use the table below. For example a 44 page document in hard copy would cost $2.30 (44 x $ .05+ $ .10) and in microfiche would cost $ .25.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than $5. Add a special handling charge of $ .50 to all orders. The ERIC Document Reproduction Service is registered to collect sales taxes. Orders from states which have sales tax laws should include payment of the appropriate tax or tax exemption certificate. A 25 percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions.

Orders should be sent to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

No. of Pages	Cost of Microfiche	No. of Pages	Cost of Microfiche
1 - 57	$ .25	548 - 617	$2.25
58 - 127	.50	618 - 687	2.50
128 - 197	.75	688 - 757	2.75
198 - 267	1.00	758 - 827	3.00
268 - 337	1.25	828 - 897	3.25
338 - 407	1.50	898 - 967	3.50
408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACTS

ABSTRACT 10244

EC 01 0244 ED 018 026
Publ. Date 64
Problems, Practices, Procedures, a Report from 62 Project Schools.
North Cent. Assn. Of Coll. And Sec. Sch., Chicago, Illinois
EDRS not available

Descriptors: exceptional child education; gifted; counseling; motivation; talented students; high school students; identification; curriculum; grouping (instructional purposes); teaching methods; teacher selection; teacher education; tests; testing; student evaluation; school community relationship; parent school relationship; interinstitutional cooperation; program evaluation; surveys; questionnaires; educational problems; educational practice

The bulletin reviews a survey of 5 years activities in 100 pilot high schools participating in the Project on Guidance and Motivation of Superior and Talented Secondary School Students (STS Project). The 14 areas surveyed are identification, counseling, curriculum, grouping and programing, effective teaching procedures, the selection and preparation of teachers, motivation, the use of tests, marking and records, working with parents, relating the communities to the program, articulation, followup, and evaluation. The problems, most successful practices, and recommendations on the 14 surveyed areas are summarized from opinions on the questionnaire returns from the 62 responding schools. An annotated listing of 12 publications of the STS Project is provided. This document is available from the North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615, for $1.25. (RM)

ABSTRACT 10335

EC 01 0335 ED 019 763
Publ. Date 31 Mar 67 467p.
Plowman, Paul D.; Rice, Joseph P.
Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report.
California State Dept. Of Educ., Sacramento
OEC-10-109
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; inservice teacher education; curriculum development; audiovisual instruction; teacher workshops; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

ABSTRACT 10337

EC 01 0337 ED 013 514
Publ. Date 64 28p.
Arithmetic Enrichment Ideas for Grades 1, 2, and 3.
Ohio State Dept. Of Educ., Columbus, Div. Spec. Educ.
Cincinnati Public Schools, Ohio, Dept. Of Instr.
EDRS mf,hc

Descriptors: exceptional child education; mathematics; gifted; enrichment activities; arithmetic; grade 1; grade 2; grade 3; primary grades; mathematical enrichment; curriculum enrichment; public schools; Columbus

The document contains numerous specific activities for understanding elements of the numeration system, fundamental operations, and other concepts such as time, fractions, and approaches to geometry. A number of games and puzzles are included. The activities were developed by teachers at a University of Cincinnati workshop for the improvement of arithmetic programs for academically gifted children. (RM)

ABSTRACT 10339

EC 01 0339 ED 013 515
Publ. Date 63 159p.
Teachers' Guides, World History for the Academically Talented, Advanced Placement European History.
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Cleveland Public Schools, Ohio, Div. Social Studies
EDRS mf,hc

Descriptors: exceptional child education; curriculum; gifted; social studies; advanced placement; curriculum guides; european history; world history; units of study (subject fields); instructional materials; adolescents; secondary grades; Columbus

Prepared by teachers and supervisors working with a 2-year demonstration project, this document contains guides for a world history course (prehistory to early 20th century) for the gifted and an advanced placement course in European history (ancient civilization to early 20th century). Students are expected to study historical issues and develop research skills, scholarship, and ability in the preparation of reports and essays. In the Gifted Course, learning process is stressed. Mastery of content and the use of advanced analytic techniques are aims of the advanced placement course. Each course is scheduled for two semesters. For the units of each course, time allotments, outline of topics, readings, learning aids, discussion and study questions, and map studies are provided. Supplementary reading lists are included. (RM)

ABSTRACT 10340

EC 01 0340 ED 013 516
Publ. Date Dec 62 50p.
Educating the Highly Able, a Policy Statement.
Maryland State Dept. Educ., Baltimore
EDRS mf,hc

Descriptors: exceptional child education; administration; gifted; intellectual development; ability identification; superior students; able students; state programs; school responsibility; program guides; personnel; administrative policy; Baltimore

The document constitutes a policy statement for use in Maryland schools. High ability is regarded as inclusive and is manifested by high intelligence, and/or creativity, leadership, and skilled performance in motor areas. Teachers and counselors are assigned a key role in

identifying the highly able. Standarized tests are acknowledged as the most efficient single instrument for identification, although cautions are enumerated for their use. Suggestions for planning learning experiences to foster self expression, effective communication, the use of special abilities, breadth and depth of the learning experience, self direction, and desirable self concepts are presented. The roles of the teacher, principal, and some views on administrative arrangements are described. The library is paid special attention as an important center of learning. A statement of guiding principles for the schools and the State Department of Education is given. The guidelines for action include recommendations that the school systems appoint planning for the highly able. This document is the Maryland School Bulletin, Volume 39, Number 1. (RM)

ABSTRACT 10341

EC 01 0341 ED 013 517
Publ. Date 63 260p.
Teachers' Guides, Ninth Grade Plane and Solid Geometry for the Academically Talented.
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Cleveland Public Schools, Ohio, Div. Of Mathematics
EDRS mf,hc

Descriptors: exceptional child education; mathematics; gifted; plane geometry; solid geometry; curriculum guides; units of study (subject fields); grade 9; program evaluation; accelerated courses; Columbus

A unified two-semester course in plane and solid geometry for the gifted is presented in 15 units, each specifying the number of instructional sessions required. Units are subdivided by the topic and its concepts, vocabulary, symbolism, references (to seven textbooks listed in the guide), and suggestions. The appendix contains a fallacious proof, a table comparing Euclidean and non-Euclidean geometry, projects for individual enrichment, a glossary, and a 64-item bibliography. Results of the standardized tests showed that the accelerates scored as well or better in almost all cases than the regular class pupils, even though the accelerates were younger. Subjective evaluation of administration, counselors, teachers, and pupils showed the program was highly successful. (RM)

ABSTRACT 10507

EC 01 0507 ED N.A.
Publ. Date 64 389p.
Steigman, Benjamin M.
Accent on Talent; New York's High School of Music and Art.
EDRS not available
Wayne State University Press, 5980 Cass, Detroit, Michigan 48202 ($7.95).

Descriptors: exceptional child education; gifted; art; music; school activities; school curriculum; school environment; school attitudes; special schools; educational facilities; creativity; educational programs; secondary school students

The establishment of New York's High School of Music and Art, its admission criteria and course of study, and the personal characteristics of students and alumni are discussed. Aspects covered are the school's history and setting; testing for admission, the music and art curriculum, and guest artists and musicians. The school's academic course of study is described in terms of the rationale behind an ideal curriculum of 4 years of history, science, and the humanities and a flexible foreign language requirement. The students' extracurricular activities and interests, the individual guidance given them, and the graduates' accomplishments and evaluation of the school are presented. (SN)

ABSTRACT 10665

EC 01 0665 ED N.A.
Publ. Date 61 414p.
Fliegler, Louis A., Ed.
Curriculum Planning for the Gifted.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Descriptors: exceptional child education; gifted; curriculum; program planning; language arts; social studies; arithmetic; sciences; mathematics; reading; creative writing; languages; creative art; music; creative dramatics; curriculum planning; teaching methods; elementary schools; secondary schools; administration

Designed for teachers, administrators, and curriculum specialists, the book is a resource compendium or a basic text on curriculum development for the gifted. Basic problems, principles of curriculum construction, program development, and administrative provision are discussed. Content, skill development, pupil identification, and enrichment activities are included for each of these subject areas: social studies, arithmetic, creative mathematics, elementary and secondary science, creative writing, reading, foreign languages, creative art, music, and dramatics. Curriculum implementation is also considered. (IM)

ABSTRACT 10677

EC 01 0677 ED N.A.
Publ. Date 65 326p.
Gallagher, James J., Ed.
Teaching Gifted Students; A Book of Readings.
EDRS not available
Allyn And Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02139 ($4.95).

Descriptors: exceptional child education; gifted; teaching methods; identification; curriculum; research projects; learning; intelligence; abstract reasoning; divergent thinking; creativity; curriculum development; units of study (subject fields); discovery learning; teacher attitudes; underachievers; individual characteristics; early admission; research reviews (publications)

Twenty-six collected papers consider educating gifted students. Aspects treated are the structure of the intellect, problems and means of identification of the gifted, characteristics of scientists and of the creative, independence-conformity behavior as a function of the intellect, and the temperament of the gifted. Curriculum changes in mathematics, physical science, mental health, and economic education are reported; evaluation of course content improvement is explained. Teaching methods discussed include learning by discovery and its psychological and educational rationale; stimulating inquiry and creativity; and encouraging the creative process through affective teacher behavior. Also described are the onset of underachievement in the gifted, a program for bright underachievers, three methods of assisting underachievers, the slow gifted child, individual classroom adjustment for gifted elementary students, and research on early admission. (IM)

ABSTRACT 10694

EC 01 0694 ED N.A.
Publ. Date 65 311p.
Aschner, Mary Jane, Ed.; Bish, Charles, Ed.
Productive Thinking in Education, Conference Papers Connected with National Education Association Project on the Academically Talented Student (Washington, D.C., April 27-29, 1961 and May 2-4, 1963).
National Education Association, Washington, D. C.;
Carnegie Corporation, New York, New York
EDRS not available
National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Cloth, $4.50; Paper, $3.00).

Descriptors: exceptional child education; creativity; educational needs; identification; intelligence; productive thinking; intellectual development; learning theories; motivation; personality; cognitive processes; environmental influences; teaching methods; achievement need; information seeking; problem solving; measurement techniques; testing; adult characteristics; research utilization

The development of intelligence is considered by J.P. Guilford in relation to intellectual factors in productive thinking while developmental factors are considered by Ralph H. Ojemann. David P. Ausubel discusses the influence of experience; Richard Alpert treats motivation, personality, and productive thinking; and Albert J. Caron investigates the impact of motivational variables on knowledge seeking behavior. Personality and creativity are discussed by Donald W. MacKinnon; assessment of productive thinking in children is described by E. Paul Torrance; and an assessment of originality in adults is presented by Frank Barron. Discussion of education for productive thinking includes a presentation of necessary changes by Calvin W. Taylor and educational implications of research by A. Harry Passow. Critiques of papers, implications for teaching, and a summary by Miriam L. Goldberg are included. (RP)

ABSTRACT 10714

EC 01 0714 ED N.A.
Publ. Date 61 84p.
Endicott, Frank S.
Guiding Superior and Talented High School Students; Suggestions for Developing a Guidance Program for Able Youth.
North Central Association Of Colleges And Secondary Schools, Chicago, Illinois
Carnegie Corporation, New York, New York
EDRS not available
North Central Association, 5835 Kimbark Avenue, Chicago, Illinois 60637.

Descriptors: exceptional child education; gifted; counseling; guidance services; secondary school students; identification; counselors; student needs; motivation; teachers; parents; school community relationship; guidance

Directed to administrators, counselors, and teachers in secondary schools, this publication gives information on planning programs of guidance for superior and talented students. The counselor's qualifications, responsibilities, and problems are considered, and the process of identifying superior and talented students is described. A survey of the problems and plans of 2,036 superior high school students is given: problems relating to school adjustment, future plans, the home and family, social and personal adjustment, college adjustment, and their relative importance are presented. How guidance services can help theindividualnatureofproblemsand needs and vocational and educational planning. Testing services, the cumulative record, group meetings, and discussions, clubs and activities, placement services, fact-finding studies, and reporting to parents are examined. Basic considerations and specific procedures relating to motivation are given, and the counselor's relationship to teachers and parents is explored from several viewpoints. Ways of developing effective relationships in the community are described, and evaluative criteria presented. Appendixes include the identification procedure utilized by the North Central Association Project on the Guidance and Motivation of Superior and Talented High School Students (STS), a checklist for use in discovering the problems of high school students, a list of schools participating in the STS Project, and 57 references. (SN)

ABSTRACT 10851

EC 01 0851 ED 019 782
Publ. Date 67
Gowan, John Curtis, Comp. And Others
Creativity--Its Educational Implications.
EDRS not available
John Wiley And Sons, Inc., 605 Third Avenue, New York, New York 10016 ($7.95).

Descriptors: exceptional child education; creativity; gifted; talented students; curriculum; student characteristics; guidance; identification; teacher education; creativity research; educational needs; performance factors; creative writing; teacher role; parent role; taxonomy; predictive measurement; creative thinking; creative development; creative teaching; creative art; counselor role; teaching methods

Thirty-six articles by different authors present ways in which the results of creativity research may be utilized in the school, the classroom, and the counseling office. After an introduction, five articles treat general considerations: the causes and conditions of creativity, and the education and understanding of creative and gifted children. Four papers on theory and policy investigate creative learning, thinking, development, and potentiality. Characteristics of creative children are discussed in three papers, and the question whether creativity may be increased by practice is raised in five articles dealing with teacher attitudes and teaching. also included are four articles on a curriculum for creativity and teaching methods, five articles on guidance and measurement of creativity, five on teachers and parents, and five on research and summary. Many of the articles report research findings, and some detail experimental procedures. reference lists (some annotated) accompany the majority of the papers. (MW)

ABSTRACT 10893

EC 01 0893 ED N.A.
Publ. Date 63 120p.
DeHaan, Robert F.
Accelerated Learning Programs.
Center For Applied Research In Education, Inc., New York, New York, The Library Of Education
EDRS not available

Descriptors: exceptional child education; gifted; creativity; acceleration; enrichment; identification; teacher role; accelerated programs, learning theories; underachievers; administration; curriculum planning; individual characteristics; personality; evaluation techniques; grouping (instructional purposes); teaching methods

The definition, characteristics, benefits, and objectives of accelerated learning programs are presented; the definition and description of candidates considers the origin of a definition and a composite portrait of a gifted student. The role of the teacher and of objective tests in the identification of the gifted includes the tentative nature of the procedures, the identification of nonintellectual talents, and the role of personality factors. Curriculum areas discussed are mathematics, science, foreign languages, and social studies; a problem solving approach to planning is provided. Definitions and pros and cons are given for enrichment, acceleration, and grouping programs; also mentioned are principles of enrichment, community programs, and an example of planning administrative arrangements. A historical sketch and a survey of school programs for the gifted, reports of visits to schools with programs, and an evaluation of accelerated learning programs are included. Also discussed are the following: theories about learning, problems raised by the theories, teaching creative thinking, the role of the teacher, motivation and underachievement, the Talent Preservation Project, and the Superior Talented Student Project. (RP)

ABSTRACT 10919

EC 01 0919 ED 026 762
Publ. Date 65 534p.
Barbe, Walter B.
Psychology and Education of the Gifted: Selected Readings.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($4.50).

Descriptors: exceptional child education; gifted; administration; environmental influences; individual characteristics; achievement; identification; educational strategies; intelligence factors; family (sociological unit); learning characteristics; creativity; attitudes; experimental programs; acceleration; advanced placement; early admission; enrichment programs; grouping (instructional purposes)

An overview of educational and psychological literature concerning the gifted is presented in 55 papers with editorial comments. The historical development of the study of the gifted and cultural attitudes are first considered. Discussions of the effectiveness of various screening methods for identifying the gifted include evaluation of creative, social, and other nonintellectual factors; suggestions are given for providing an optimal environment. Theories are discussed about hereditary and environmental influences on mental ability with ideas for conserving and increasing our supply of superior mental talent. Writings on the characteristics of eminent scientists, unstable geniuses, superior college students, and younger gifted children are included in a consideration of the gifted individual's intellectual, social, and emotional characteristics. Special programs to help develop and encourage giftedness, such as acceleration, enrichment, and homogeneous grouping are described and evaluated; current issues and needed research are considered; and teacher qualities judged effective in aiding creative growth are discussed. (RM)

ABSTRACT 11048

EC 01 1048 ED N.A.
Publ. Date Sep 68 88p.
Pilch, Mary M.
Special Education for the Gifted through Television; Syllabus 1968-69, A Compendium of Information about a Special Educational Television Program Organized and Developed for Challenging the Productive-Divergent Thinking Potential of Gifted Students in Grades 5-6-7.
Educational Research And Development Council Of Northeast Minnesota, Duluth
Office Of Education (DHEW), Washington, D. C.

EDRS not available
O-E-G-3-7-7-03260-4955
P-OE-67-03260-1

Descriptors: exceptional child education; gifted; audiovisual instruction; television; teaching methods; televised instruction; educational television; television curriculum; creative thinking; inservice teacher education; films; productive thinking; population trends; educational needs; health needs; communications; transportation; instructional materials; art appreciation

The use of instructional television and the advantages of a series about man and his future developed for gifted students in grades 5, 6, and 7 are described; the differences between the three related areas, content, process, and inservice, are mentioned, and the dates, times, titles, and instructors of programs are given. A model for teaching productive-divergent thinking developed by Frank E. Williams lists 23 teaching strategies which are discussed. Synopsis of the 54 half-hour programs comprising the series, (18 programs in each of the three areas), are provided. Content and process areas designed for students are organized according to theme, film data, film concepts, vocabulary, provocative questions, concepts emphasized, and strategies demonstrated while an interpretation and discussion of strategies is given for the inservice shows. Programs cover the following topics: the need for space to control population explosion and to implement new communication systems, and the need for exploration of outer space and transportation problems, health needs, the problem of adequate education for a complex society, and the search for beauty. (RP)

ABSTRACT 11226

EC 01 1226 ED 002 923
Publ. Date 30 Jun 60 115p.
Cooley, William W.; Bassett, Robert D.
Evaluation and Followup Study of a Summer Science and Mathematics Program for Talented Secondary School Students.
Harvard University, Cambridge, Massachusetts, Graduate School Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-715

Descriptors: exceptional child research; gifted; mathematics; sciences; biology; chemistry; physics; program evaluation; student attitudes; science laboratories; career choice; science careers; secondary school students; summer programs; science courses

The study evaluated a summer program in science and mathematics for 60 promising science students, and determined the effects of such a program on the behavior of students in classes during the ensuing year and on their future career decisions. The first 2 of the 10 weeks of the program, the students were given advanced instruction by visiting scientists and Thayer Academy personnel. The morning consisted of classroom instruction and the afternoon was devoted to laboratory and library research. Each evening a visiting scientist presented a report of research on a different frontier of science. For classes and laboratory, the group was divided into four sections, one each in biology, chemistry, physics, and mathematics. The sections were assigned according to the students' major interests. The last 8 weeks of the program were spent in separate university and industrial laboratories where students worked under the direct guidance of a research scientist and under periodic supervision of Thayer personnel. The major changes observed during the 10-week period involved the students' image of science and scientists, and their plans for college and careers. Changes were highly interrelated and were expected results of a program in which student exposure to scientists in action was the primary activity. As a career guidance device, the program was highly successful. Future investigations should be concerned with the relative merits of various approaches to the summer program design. (JL)

ABSTRACT 11237

EC 01 1237 ED 003 612
Publ. Date Feb 64 205p.
Torrance, E. Paul; Gupta, Ram
Development and Evaluation of Recorded Programed Experiences in Creative Thinking in the Fourth Grade.
Minnesota University, Minneapolis, Bureau Of Education Research;
Minnesota University, Minneapolis, College Of Education
EDRS mf,hc
NDEA-VIIA-880

Descriptors: exceptional child research; teaching methods; audiovisual instruction; creative expression; creative teaching; audiovisual aids; phonotape recordings; programed materials; curriculum enrichment; creative thinking; grade 4; creative development; creativity

Two problems related to the development of creative thinking abilities at the fourth-grade level were investigated: the difficulties teachers experience in encouraging and guiding creative experiences in the classroom and relating them to curricular content, and the development of ways for counteracting the numerous influences which bring about a slump in creative thinking abilities, motivations, and activities at about the fourth grade level. Subjects were 30 fourth grade classes from three states. Teachers in the experimental groups used experimental audiotapes, and those in the control groups used conventional instruction. Before the experimental materials were introduced, a number of creativity assessment devices were administered to participating students. Near the end of the school term and upon completion of the experimental program, all classes were readministered the creativity assessment devices. In spite of the fact that many of the teachers in the control groups used a variety of deliberate methods to encourage creativity and that some of the experimental classes did not properly use the experimental materials, the evidence was in highly successful. Future investigations should be concerned with the relative merits of various approaches to the summer program design. (JL) favor of the experimental procedures. (JC)

ABSTRACT 11261

EC 01 1261 ED N.A.
Publ. Date 63 433p.
Crow, Lester D., Ed.; Crow, Alice, Ed.
Educating the Academically Able; A Book of Readings.
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017.

Descriptors: exceptional child education; gifted; identification; adjustment (to environment); counseling; creativity; program administration; program planning; enrichment programs; advanced programs; special programs; elementary education; secondary education; accelerated programs; acceleration; underachievers; creative teaching; experimental teaching; teachers; curriculum; guidance

Eighty-five readings discuss basic principles and programs for the education of the gifted learner. Aspects considered are the general problem of educating the gifted child, identification of the gifted and his characteristics, enrichment, acceleration, adjustment problems, guidance of the academically able, and the gifted underachiever. The following are also treated: the creative individual, the intellectually gifted, providing for the gifted in schools, and programs and administrative practices. (JD)

ABSTRACT 11317

EC 01 1317 ED 020 591
Publ. Date 62 64p.
Reynolds, Maynard C., Ed.
Early School Admission for Mentally Advanced Children; A Review of Research and Practice.
The Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, 1201 16th Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; gifted; administration; admission (school); early admission; program administration; special programs; program descriptions; program evaluation; case studies (education); school policy; research projects; acceleration; accelerated programs; research reviews (publications); admission criteria; Brookline; Massachusetts; Evanston; Illinois; Minneapolis; Minnesota; Nebraska

Research and school system policies on early admission are reviewed. Maynard C. Reynolds discusses the issue and, with others, surveys research. James R. Hobson relates early admission program for kindergarten in Brookline, Massachusetts; Vera V. Miller describes the program in Evanston, Illinois; Sarah F. Holbrook explains the program in Min-

neapolis, Minnesota; and Marshall S. Hiskey reviews 12 years of early admission in Nebraska. A 110-item bibliography is included. (JP)

ABSTRACT 11367

EC 01 1367 ED N.A.
Publ. Date 66 330p.
Gallagher, James J.
Teaching the Gifted Child.
EDRS not available
Allyn And Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111 ($7.95).

Descriptors: exceptional child education; gifted; curriculum; teaching methods; program planning; student characteristics; arithmetic; underachievers; sciences; social studies; creativity; personnel; administrative change; special programs; creative thinking; inquiry training; discovery learning

Addressed to the teacher, the text defines gifted children and their characteristics. Low producing gifted children are discussed, as are means of programing for them. Also treated are changing school programs, administrative changes, and personnel. Creativity is described and discovery and inquiry are examined as tools for teaching. Arithmetic, science, and social studies curricula and programs are surveyed. (JD)

ABSTRACT 11592

EC 01 1592 ED N.A.
Publ. Date 11 Oct 67 273p.
Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
EDRS not available
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 11877

EC 01 1877 ED 028 546
Publ. Date 68 38p.
Keaster, Charles W.
The Mentally Gifted Minor Program; Report of a Study Made by the Division of Special Schools and Services.
California State Department Of Education, Sacramento, Division Of Special Schools And Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program costs; school district spending; state aid; educational objectives; identification; student costs; admission criteria; testing; counseling; services; professional services; instructional materials; educational equipment; teacher salaries; inservice teacher education; textbooks; student transportation: California

A description of programs for mentally gifted students covers types of programs, current status of the California program, and state apportionments for excess costs. Program characteristics listed are the objectives of three school districts, information program on program costs, school district participation, and district participation in a special study. Findings and recommendations are discussed in terms of school district Form J22 MG reports, criteria for determining excess expense, expenses and subsidiary accounts, pupil identification, judgment and test scores as criteria for placement, identification cost reimbursements, individual counseling with pupils and parents, special consultant services, special instructional materials, equipment items, special instructional services, teacher salaries, operating costs, and considerations of current funding, incidence in districts, and summer school programs. Six tables present data. (RP)

ABSTRACT 11878

EC 01 1878 ED 028 547
Publ. Date Jun 68 226p.
Rothney, John W. M.; Sanborn, Marshall P.
Promising Practices in the Education of Superior Students: A Demonstration Program.
Wisconsin University, Madison
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; demonstration projects; educational programs; inservice education; student evaluation; counseling; workshops; enrichment programs; work experience programs; independent study; early admission; student seminars; advanced placement; correspondence courses; summer programs; school programs; individualized programs; records (forms); staff role

A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools who began in ninth grade to visit the university laboratory 1 day each year for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)

ABSTRACT 11879

EC 01 1879 ED 028 548
Publ. Date 67 149p.
Plowman, Paul D., Comp.; Rice, Joseph P., Comp.
California Project Talent.
California State Department Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program descriptions; educational needs; talent development; educational innovation; program evaluation; technological advancement; educational objectives; summer programs; counseling instructional programs; special classes; administration; community resources; audiovisual aids; acceleration; man machine systems; California; Project Talent

A compilation of presentations on programs for the gifted includes the following: increasing opportunities for education, notes on Project Talent, talent development and national goals, talent identification in California, problems and recommendations in the area of the talented, innovations in talent development, issues and problems in modern education, influencing educational change, the California state organization for programs for the gifted, the development of Project Talent, a summer school program for the gifted in elementary schools, a counseling instructional program for the gifted, and special classes for the gifted. Also discussed are technology and program development, utilization of community resources, Project Discovery, Project Prometheus, an accelerated primary program, student response systems, and the design of an automated counseling system. (RP)

ABSTRACT 11880

EC 01 1880 ED 028 549
Publ. Date Jun 67 45p.
Villars, Gerald, Ed.
Educating the Gifted in Minnesota Schools.
Minnesota State Department Of Education, St. Paul, Division Of Instruction
EDRS not available

Descriptors: exceptional child education; gifted; state programs; identifica-

tion; school programs; student evaluation; evaluation techniques; teacher role; ability grouping; acceleration; enrichment; special classes; program descriptions; program planning; individual characteristics; Minnesota

In order to provide teachers, administrators, guidance counselors, and parents with those procedures necessary to set up programs for the gifted, the following topics are considered: definitions and descriptions of the gifted, an identification procedure consisting of five stages, and a list of 19 traits common to the gifted. A discussion of programs for the gifted begins with an overview of nine characteristics important for an effective program, aspects of curriculum development, provisions for evaluation, and four types of programs which include ability grouping, acceleration, enrichment, and special classes. Nine school programs in different areas of the country are described. Appendixes include forms for an annual report of the number of gifted in Minnesota schools and a report form on the types of programs each school has initiated; 89 references are cited. (DS)

ABSTRACT 11927

EC 01 1927 ED N.A.
Publ. Date 66 104p.
Reading for the Gifted: Guided Extension of Reading Skills through Literature.
Los Angeles City Schools, California, Division Of Instructional Services
EDRS not available
Los Angeles City Schools, Division Of Instructional Services, 450 N. Grand Street, Los Angeles, California 40012.

Descriptors: exceptional child education; gifted; teaching methods; childrens books; critical reading; content analysis; interpretative reading; literary analysis; comparative analysis; authors; reading instruction

Designed to assist teachers with fifth and sixth grade gifted children who are reading above grade level, the bulletin presents teaching suggestions, book synopses, and backgrounds of authors. Guidelines are provided for developing skills of critical thinking, stimulating interest, and for studying an author's contribution to literature. Along Came a Dog is analyzed. The methods of analysis are used in the studies of the books in succeeding sections; they include vocabulary enrichment, character development, elements of style, and discussion of author and illustrator. Four additional books by the same author are reviewed, and a comparative study of the common elements found in books are given. Synopses of 15 books written by a variety of authors are given; they are suggested as background for discussion. A bibliography cites 20 references. (DS)

ABSTRACT 11954

EC 01 1954 ED N. A.
Publ. Date Jan 66 514p.
French, Joseph L.
Educating the Gifted; A Book of Readings.
EDRS not available
Holt, Rhinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; gifted; identification; Negroes; academic achievement; ability grouping; enrichment programs; underachievers; counseling; creativity; acceleration; longitudinal studies; individual characteristics; age groups; educational programs; early admission; advanced placement; research reviews (publications); adjustment (to environment)

Articles, primarily from journals, consider programs and problems in educating the gifted. Included are four papers each on giftedness, conditions productive of academic talent, underachievement, and guidance. Eight articles define identifying characteristics, 13 describe school provisions, and three each discuss creativity and the state of research. (JD)

ABSTRACT 20021

EC 02 0021 ED 011 857
Publ. Date 62 145p.
Edgerton, Harold A.
Impacts of the National Science Foundation's Summer Science Program for High Ability Secondary School Students.
EDRS mf,hc

Descriptors: exceptional child research; gifted; sciences; summer programs; academic achievement; educational programs; secondary school students; student attitudes; student interests; science careers; summer science programs; New York City; National Science Foundation

Examined are the effects of summer science programs on participants, their high schools, their future educational plans and careers, and the Host Institution. Established criteria were used to select 18 of 147 programs sponsored by the National Science Foundation in 1960. Orientation, classroom, and research programs were included in the sample. Control groups were composed of gifted high school students with approximately equal scholastic abilities, interest ranges, and motivation intensities to those of the experimental groups. Inventory forms and observations were used to obtain data from participants, secondary school teachers, and administrators prior to, during, and following the program. Participants were compared with control groups in terms of the following: personal data, science backgrounds, and general academic record; beliefs and attitudes concerning science, school, and careers; performance in science activities; and educational plans. Opinions of participants and their high school science teachers concerning the programs are included. (AG)

ABSTRACT 20024

EC 02 0024 ED 001 302
Publ. Date Jan 60 37p.
Albright, A. D. And Others
Southern High School Programs for Advanced Standing and Accelerated College Progression.
Southern Association Of Colleges And Secondary Schools, Fulton County, Georgia
EDRS mf,hc

Descriptors: exceptional child research; gifted; teaching methods; administration; high school students; special programs; enrichment; accelerated courses; acceleration; advanced programs; curriculum; instructional materials; special classes; special services; teacher responsibility; program evaluation; student evaluation; student placement; organization; school surveys

Approaches to educating able students of 45 high schools were presented. Most of the special programs fall into one of two categories: special classes organized in place of regular ones, and attempts to enrich or accelerate those classes already scheduled. The curriculum of most of the schools for these students included English, physical science, mathematics, general science, and foreign language. They used such unique arrangements as rapid grade advancement, separate curriculum tracks, and rapid subject matter progression. Special materials, library volumes, laboratory facilities and supplies as well as other aids were used. Teachers themselves were usually involved in some type of special preparation. Guidance, counseling, and special advisement were usually included. Some of the problems encountered included scheduling, instruction, grading, student attitude, and parent attitude. However, the educators and the evaluation of the students' performance proved that the programs were indeed beneficial. (RJ)

ABSTRACT 20027

EC 02 0027 ED 019 800
Publ. Date 67 28p.
Renzulli, Joseph S.; Vassar, William G.
The Gifted Child in Connecticut; A Survey of Programs.
Connecticut State Department Of Education, Hartford
EDRS mf,hc
CDE-BULL-101-1967

Descriptors: exceptional child education; gifted; state programs; state surveys; special programs; special classes; identification; teacher selection; inservice teacher education; school surveys; administrator responsibility; Connecticut

To determine the extent and nature of special provisions for elementary and secondary gifted students throughout the State of Connecticut, a questionnaire was sent to each superintendent of schools in November 1966. Areas of study included the existence of programs, identification criteria and procedures, teacher selection criteria, and inservice training for teachers and others responsible for the programs. Conclusions drawn from the results indicated that of the responding school systems 42% had special programs for the gifted, total programing for all gifted in all areas at all levels was infrequent, four or more criteria were used by 86% of the districts for identification, and inservice

education needs development. Eight questions raised by the survey and in need of further study are listed. (JP)

ABSTRACT 20030

EC 02 0030 ED 027 651
Publ. Date Oct 67 63p.
Jackson, David M.; Rogge, William M.
Demonstration Center--Part One, Secondary School Programs for Gifted Students in English, Social Science, Mathematics and Science (The Demonstration Project for Gifted Children).
Illinois University, Urbana
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-3-10-101 P-D-076
BR-5-0656

Descriptors: exceptional child research; gifted; state programs; demonstrations (educational); inservice teacher education; professional training; demonstration centers; teaching methods; instructional materials; summer institutes; administration; state federal support; administrative personnel; school visitation; social studies; mathematics; program evaluation; information dissemination; English; sciences

A study of demonstration as a technique in disseminating new materials and methods for educating gifted youth, the project was begun in April of 1963 and terminated December 31, 1966. Demonstration centers were established in nine Illinois school districts: seven in mathematics, five in social studies, three in English, and two in science. The gifted children participating in these demonstrations during the 1966-67 academic year totaled an estimated 22,810. Through 1967, an estimated 10,300 teachers had visited the 23 demonstration centers established in 1964-65. As the project evolved, a demonstration director was employed, and the coordinator acted as a liaison between the state and federal projects. Two hundred forty prospective demonstration teachers were given special summer training; and followup services for teachers, including inservice training, were intensified. Administrators were given instruction in conducting inservice programs. While many Illinois teachers were aware that the demonstrations existed, knowledge of their purpose and significant components was not evidenced although legitimacy of the methods and curriculum was often confirmed by visitors interviewing students in the program. (BB)

ABSTRACT 20032

EC 02 0032 ED 001 149
Publ. Date 62 36p.
Guide to Planning for Able Pupils. Curriculum Development Series No. 2.
Pennsylvania Department Of Public Instruction, Harrisburg
EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; program planning; administrator role; program administration; program evaluation; creativity; admission criteria; teacher responsibility; counseling services; grouping (instructional purposes); curriculum; program guides; special programs

The purpose of this publication is to facilitate the organization of outstanding programs by directing attention to the orientation of a good program and to the role of administrators and faculty in its implementation, to assist in the improvement, articulation and evaluation of programs already underway, and to forewarn of possible difficulties in and deterrents to program development. That the able youth should have both acceleration and enrichment, and that an improved program for able students will benefit the education of all children in the school are considered. The necessity for the administrator to plan well, provide the needed resources and strive for a balanced program developing both academic and creative talent is discussed. Also discussed is the need for the program to be implemented by talented teachers, alert guidance counselors, and well-maintained facilities. Although planning is directed at the local level, consideration of the able student in larger context is suggested. A realistic program which concerns the whole student body, and evaluation to determine whether the program for able students achieves its purpose are recommended. Background materials are included in the study. (RJ)

ABSTRACT 20035

EC 02 0035 ED 002 871
Publ. Date 60 65p.
Hampton, Nellie D.
Effects of Special Training on the Achievement and Adjustment of Gifted Children.
State College Of Iowa, Cedar Falls;
Iowa State Department Of Public Instruction, Des Moines
EDRS mf,hc
CRP-423

Descriptors: exceptional child research; adjustment (to environment); gifted; rural areas; rural youth; educational opportunities; training; academic achievement; student adjustment; rural education; program evaluation; experimental curriculum; summer programs

An experimental 8-week summer program for gifted children in rural areas and towns was tested for effectiveness. It was hypothesized that there would be no significant difference in achievement or adjustment between students participating in this special program and students who had the same intelligence but no special training. Three groups of 60 fifth grade children (IQ's above 120) each were established. An experimental group and control group were pretested and organized. Posttesting was delayed approximately 1 academic year following the close of the special summer session for the experimental group. The third group was selected from a nearby community for testing and study; but because significant differences existed in the initial achievement scores between this group and the experimental group, adequate comparisons could not be made. Based on the analysis of the data and findings, the null hypothesis with respect to group differences was partially substantiated. Such functional areas as library research and critical thinking were emphasized during the summer program, and the experimental group did excel in them. It was suggested that, with the possible development of other measuring devices tailored to the outcomes of experimental summer sessions, more pronounced differences between experimental and control groups might be discovered. (JH)

ABSTRACT 20042

EC 02 0042 ED 002 997
Publ. Date 62 47p.
Hampton, Nellie D.
Effects of Special Training on the Achievement and Adjustment of Gifted Children.
Iowa State College, Cedar Falls
EDRS mf,hc
CRP-923

Descriptors: exceptional child research; achievement; adjustment (to environment); gifted; intellectual experiences; emotional experiences; summer programs; student interests; student problems; student needs; social development; special programs; rural areas; achievement tests; interest tests; psychological tests; Institute of Child Study Security Test; SRA Junior Inventory Form S; Iowa Test of Basic Skills

An attempt was made to develop and evaluate an administratively practical educational program for intellectually gifted pupils in sparsely populated areas. Three groups of approximately 60 fifth grade subjects each were identified for the study. The experimental group was transported daily to a central location for an 8-week summer session, which had a curriculum adapted to the special abilities of the children and to the kinds of schools they attended during the regular year. The two other groups, differing in their awareness of inclusion in the experiment, were set up for comparative control purposes. Posttesting was delayed approximately 1 academic year after the experimental group completed their special summer training. The test battery was designed to measure academic skills, and classroom reputation. Null hypotheses had been established on all these variables, stating that there would be no significant differences in the posttest results among the three groups. For the most part, these hypotheses were substantiated. Only in the academic areas did the results generally favor the experimental group. (JH)

ABSTRACT 20124

EC 02 0124 ED N.A.
Publ. Date 65 211p.
Dewey, Lucy Campbell
The Challenge; A Guide for Teachers of Gifted Children, Grades 4-6.
Castro Unified School District, Castro Valley, California
EDRS not available

Alameda County Board Of Education, Alemeda County, California 94501.

Descriptors: exceptional child education; gifted; curriculum enrichment; educational needs; instructional materials; teaching methods; intermediate grades; learning characteristics; enrichment activities; social sciences; language arts; music; art; food

Suggestions for learning activities for the gifted in grades 4-6 which go beyond the regular grade content, and suggestions for teaching methods are presented. The following areas are covered: social sciences and science projects; ways to know the self; language development through newspapers, books, creative writing, poetry, stories, etymology, the human attributes of language, and myths; discovering beauty; music; art; and foods. Appendixes include some do's and don't's for teachers, characteristics of the gifted, and a list of needs of gifted learners at any grade level. A bibliography of 131 items, an annotated list of visual aids, and an index are provided. (LE)

ABSTRACT 20367

EC 02 0367 ED N.A.
Publ. Date 67 41p.
The Gifted and Talented Program in the Elementary Schools of Westside Community Schools, Omaha, Nebraska.
Westside Community Schools, Omaha, Nebraska
EDRS not available
Westside Community Schools, N. 78th Street, Omaha, Nebraska 68505.

Descriptors: exceptional child education; gifted; talent identification; program administration; program planning; program evaluation; creative ability; aptitude tests; teacher qualifications; enrichment activities; counseling; curriculum enrichment; leadership qualities; talent development; longitudinal studies

An elementary program was prepared using recommendations of a 40 member committee consisting of administrators, parents, teachers and consultants. Specific objectives are stated in behavioral terms. Areas of identification, enrichment, special interest classes, part-time segregated classes, and counseling are described. Identification procedures listed make provision for intellectual capacity, creative potential, musical aptitude, scientific interests, leadership talent and the underachiever who has high potential; forms designed to facilitate identification are provided. Twelve teacher qualifications are specified and curriculum goals for the instructional areas of the program are detailed. Counseling is discussed in relation to the child, the teacher, and the parents, and evaluation procedures for all areas are presented. A 3-year report on a longitudinal study of gifted and talented children who participated in the program is given in narrative and tabular form. (GS)

ABSTRACT 20406

EC 02 0406 ED N.A.
Publ. Date 61 285p.
The Gifted: Educational Resources.
EDRS not available
Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108.

Descriptors: exceptional child education; gifted; accelerated programs; honors curriculum; elective subjects; independent study; college programs; geographic distribution; private schools; public schools; special programs; intelligence level; directories; advanced placement; tuition

The reference handbook describes various public and private educational institutions for gifted students. The programs included are those designed primarily for the intellectually able. Information was obtained from questionnaires which were completed by headmasters, principals, and superintendents. Private schools are listed by geographical sections of the United States. Information is provided regarding the institution's address, date of establishment, type (boarding or day), tuition, faculty size, average enrollment, average class size, IQ range, age range, sex of students, and type of program. Public school information is listed by geographical section and includes date of establishment, average enrollment, average class size, faculty size, IQ range, age range, type of program, percent of honors, and subjects of advanced placement. Summer and collegiate special education programs for the gifted are also listed by state. Additional sections include a classified guide of unusual courses of study and subjects, colleges and universities offering courses for teachers of the gifted, colleges and universities granting advanced placement, institutions with strong honors programs, associations and institutes interested in intellectually gifted individuals, and an extensive bibliography on giftedness. (RM)

ABSTRACT 20614

EC 02 0614 ED N.A.
Publ. Date 65 472p.
Gold, Milton J.
Education of the Intellectually Gifted. Charles E. Merrill International Education Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; gifted; creativity; ability identification program planning; cognitive processes; language arts; social studies; science instruction; mathematics instruction; fine arts; ability grouping; acceleration; guidance; motivation; underachievers; teacher role; research needs; individual characteristics

Diverse research materials were used to support concepts in the identification and nurturing of gifted children in schools. Giftedness is viewed in terms of heredity and environment with added attention to characteristics, creativity and the capacities for testing and identifying these ascribed attributes. Focus is then turned to program planning, program patterns, and the teaching of thinking, language arts, social studies, science, mathematics and fine arts for exceptionally intelligent students from elementary through secondary level. Special emphasis is given to the types and duties of personnel, especially those in guidance, who are needed for the maximum development of gifted students. Problems that could occur in dealing with achieving and underachieving gifted pupils, such as ability grouping, acceleration, and motivation, are extensively discussed. A reference list cites 468 items. (JP)

ABSTRACT 20717

EC 02 0717 ED N.A.
Publ. Date Jun 64 23p.
Plowman, Paul; Rice, Joseph
California Project Talent: Program Administration.
California State Department Of Education, Sacramento, Division Of Instruction
EDRS not avialable
California State Department Of Education, Division Of Instruction, Project Talent, 721 Capital Mall, Sacramento, California 95814.

Descriptors: exceptional child education; gifted; state programs; identification; program planning; program evaluation; administration; administrator guides; case studies (education); correspondence courses; teacher selection; curriculum evaluation; curriculum development; educational finance; California; California Project Talent

General criteria for mentally gifted programs are presented; also given are minimum standards concerning identification, individual case study records, written program plans, and consent of parent or guardian. Criteria are stated for each of the six state-identified programs, for excess-cost reimbursement, and for teacher selection. A resume of administrative code sections regarding correspondence courses is included along with guidelines suggesting ways in which the six programs are adapted for certain pupils, schools, communities, and teachers. A selected bibliography on the gifted cites 43 items. Two appendixes, comprising over half of the document, are provided. One treats identification, program evaluation, and secondary programs; the other contains models for curriculum development and evaluation, based on Bloom's taxonomy of educational objectives, Guilford's structure of intellect, and factors of creativity. (DS)

ABSTRACT 20750

EC 02 0750 ED N.A.
Publ. Date 64 296p.
Durr, William K.
The Gifted Student.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child education; gifted; superior students; talented students; identification; student characteristics; learning characteristics; ability

grouping; ability identification; acceleration; enrichment; enrichment activities; creativity; motivation; guidance; administration; administrative organization; teacher role; parent role; community role

Emphasis is placed on specific suggestions for educational techniques and school programs for the gifted. Written for teachers at all levels, administrators, guidance workers, and parents, the text defines the problem of education for the gifted, along with methods of identification and specific characteristics of these children. Instructions for planning and administering a program are offered, and examples of representative school programs are described. The following three types of administrative grouping are explained: ability grouping, acceleration, and enrichment. A variety of suggestions for enrichment in the areas of science, mathematics, language arts, and social studies are presented. Photographs from various school systems illustrate activities for gifted; methods for motivating the gifted child and for providing for various types of guidance are discussed. Exploration of creativity in gifted students and suggestions for its cultivation are described. The roles of the teacher, parents, and the community are covered and attention is given to their influence in the educational attainment of gifted children. (DS)

ABSTRACT 20758

EC 02 0758 ED N.A.
Publ. Date 65 99p.
Holt, E. E.
The Challenge of the Highly Gifted; How It Was Met in Summit County Schools.
Ohio State Board Of Education, Columbus
EDRS not available
Superintendent Of Public Instruction, 270 East State Street, Columbus, Ohio 43215.

Descriptors: exceptional child education; gifted; enrichment activities; curriculum enrichment; student attitudes; parent attitudes; academic achievement; administration; identification; accelerated programs; special classes; program planning; student projects

A 2-year project aimed at modifying classroom techniques for gifted students is reported. A fifth grade class of nine boys and 12 girls (140 IQ or above) was formed by group tests, teacher judgements, individual intelligence and psychological tests, and parental interviews. Approaches to instruction including acceleration, enrichment, and remediation in the standard core program are considered. A brief overview of subject areas and some techniques and examples of pupil's work are presented. The reactions of pupils, parents and educators during the initial, mid and terminal phase of the program are tabulated. A summary and conclusions suggest that the needs of the children were met, leadership and social maturity increased, and refinement of research skills was a valuable outcome of the program. A further recommendation is for local districts to start similar programs, preferably beginning instruction for the gifted at the fourth grade level. (DS)

ABSTRACT 20800

EC 02 0800 ED N.A.
Publ. Date 62 101p.
The Gifted Student: A Manual for Program Improvement; A Report of the Southern Regional Project for Education of the Gifted.
Southern Regional Education Board, Atlanta, Georgia
Carnegie Corporation Of New York, New York
EDRS not available
Southern Regional Education Board, 130 6th Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child education; gifted; program improvement; program guides; identification; student placement; curriculum; program evaluation; project training methods; leadership training; program development; individual characteristics; ability grouping; acceleration; independent study; administrative problems; special programs

A report of a 1-year leadership training program, the Southern Regional Project for Education of the Gifted, describes administrative and financial concerns, instructional seminars utilizing reading, discussion, and consultative services, observational tours of programs for the gifted, and planning of policies and guidelines for individual state application. Guidelines for program development include the argument for differential education; program organization, implementation, and evaluation; selection and training of personnel; program interpretation to the community; systematic early pupil identification and placement; specialized curricular experiences; diverse administrative practices; the need for continuity of identification, guidance, instruction, and evaluation, and periodic reexamination and refinement of program structure; and financial concerns. Appendixes present a list of related literature, a composite outline of the guidelines, and suggested questions as guides to reading and discussion. (RD)

ABSTRACT 20824

EC 02 0824 ED 032 690
Publ. Date 65 102p.
Torrance, E. Paul
Gifted Children in the Classroom.
EDRS not available
The MacMillan Company, 866 Third Avenue, New York, New York 10022.

Descriptors: exceptional child education; creativity; gifted; teaching methods; educational philosophy; intelligence; intellectual development; educational objectives; identification; motivation; grouping (instructional purposes); early childhood education; creative reading; creative ability; research skills; teacher improvement; curriculum development; kindergarten children

Highlighting some of the newer understandings about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the preschool years, chapters are devoted to the development of creative readers and to the teaching of research concepts and skills. The final chapter includes a challenge to teachers of gifted children to search for their own unique ways of teaching, and offers some suggestions to facilitate the process of becoming an effective teacher of gifted children. (Author/WW)

ABSTRACT 20826

EC 02 0826 ED 032 692
Publ. Date Sep 69 65p.
Fink, Lawrence A.
Honors Teaching in American History.
EDRS not available
Teachers College Press, Teachers College, Columbia University, New York, New York 10027 ($4.25).

Descriptors: exceptional child education; gifted; American history; honors classes; teaching methods; student evaluation; academic achievement; self actualization; secondary school students; instructional materials; student interests; program evaluation; course content; course organization; grading; reading assignments; bibliographies; instructional innovation

A discussion of the challenge and promise of honors courses precedes an examination of an American History honors class composed of 24 high school juniors and seniors selected by one or more sets of criteria. The students came from well educated parents who raised comparatively small families, 13 were either first born or only children; and all participated in some extra-curricular activity. The author/teacher provided opportunities for deviation from the usual textbook/test methods through block reading assignments, use of primary sources, interpretive materials, and additional reading. Students took turns in leading discussions of the readings; written assignments were made which required evaluation, documentation, and use of the historical method. Critical analysis was encouraged. Students were evaluated on the basis of their performances in leading and participating in discussions, their written work, and a minimum number of tests. The majority of students consistently earned grades in the 80's and 90's. The author evaluated the experience favorably, and students indicated enthusiasm and approval even though the course was more demanding of their time and efforts. Implications of this course are presented for teachers, administrators, libraries, teacher-training institutions, and college courses. An appendix contains a list of basic reading material required of all students. (RJ)

ABSTRACT 21108

EC 02 1108 ED 025 810
Publ. Date Aug 68 36p.
Lodato, Francis And Others

Final Report on an Independent Study Program for the Academically Able.
Manhattan College, Bronx, New York
New York State Education Department, Albany
EDRS mf,hc

Descriptors: exceptional child research; academic achievement; independent study; individualized curriculum; individual reading; individual study; secondary school students; student grouping; student projects; superior students; gifted; released time

Released time from classes for independent study by academically able high school juniors and seniors is evaluated here after a 4 year study. Concern was centered on the effects of this program on high school functioning and, later, on college records. Major hypotheses of the study were that independent reading groups would show greater gains in school satisfaction, study habits, and library skills, certain cognitive and affective measures would not be useful in predicting success in independent studys and achievement in areas other than the independently studied areas would differ little from that of control groups. These hypotheses were largely supported. Absences from class had no adverse effects, and trends indicated favorable effects of independent study. Significantly more experimental students chose majors in their freshman year in college than did matched controls. Tendencies that did not reach statistical significance favored experimental groups in other areas of the college investigation as well. (BP)

ABSTRACT 21110

EC 02 1110 ED 025 999
Publ. Date 67 174p.
Heist, Paul, Ed.
Education for Creativity, A Modern Myth?
California University, Berkeley, Center For Research And Development In Higher Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-6-10-106
Proceedings Of A Conference On Education For Creativity In The American College, Berkeley, California, Spring 1966.

Descriptors: academic standards; creative ability; creative development; creative expression; creativity; educational change; educational objectives; higher education; self expression; student motivation; talent utilization

The paucity of meaningful academic experiences for potentially or highly creative individuals prompted researchers and performing artists to meet and discuss the implications for creative opportunities in higher education. A truly creative person is thought to be independent, innovative, flexible, with a highly developed sense of the theoretical and the esthetic, and exercises discipline only when he considers it necessary. A rigidly structured and organized academic system invariably discourages self-expression. Consequently, a number of students transfer from or drop out of educational systems too formalized for their tastes. Unfortunately, academe generally assumes that educational needs of all unusual students are met in programs designed for the gifted or exceptional, and many creative individuals who do not meet necessary academic requirements are excluded or ignored. Many questions were raised to which answers could not be provided but participants agreed that very little research has been done on creativity at the college level, except in the creative arts. The task ahead involves learning about the nature and forms of creativity, establishing whether it is innate or may be developed. Then programs should focus on quality education for the total human being, and be flexible enough to stimulate and encourage creative expression. A bibliography of related publications is included. (WM)

ABSTRACT 21194

EC 02 1194 ED 027 099
Publ. Date Jun 68 83p.
Porter, Robert M.
A Decade of Seminars for the Able and Ambitious.
Catskill Area School Study Council, Oneonta, New York
Office Of Education (DHEW), Washington, D. C., Division Of Plans And Supplementary Centers
EDRS mf,hc

Descriptors: exceptional child education; academic ability; curriculum; enrichment experience; enrichment programs; gifted; intellectual development; noncredit courses; rural areas; secondary school students; small schools; student seminars; ungraded classes; Saturday Seminars for Able and Ambitious Students

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

ABSTRACT 21275

EC 02 1275 ED 002 906
Publ. Date 61 84p.
Hampton, Nellie D.
Effects of Special Training on the Achievement and Adjustment of Gifted Children. A Second Report.
Iowa State College, Cedar Falls
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-423 CRP-614

Descriptors: exceptional child research; achievement; adjustment (to environment); child development; rural schools; rural areas; program evaluation; individual development; training; academic achievement; summer programs; experimental curriculum; curriculum research; intelligence; rural education

The effects of training given to a group of gifted children in a special summer program were tested during the following school year with respect to overall achievement and adjustment among the students. The second phase of a continuing study dealing with gifted children in small town and sparsely populated areas, the project was designed to compare the experimental group with two control groups drawn from different school populations. The hypothesis tested was that there would be no differences between the experimental group and either control group in the overall analysis or at any of the intelligence-achievement classifications used in the study analysis. Approximately 170 gifted sixth graders participated, 60 of these being assigned to the summer session. Some definite superiorities were demonstrated by the experimental group, particularly at certain intelligence-achievement combinations. It was suggested that this could imply that schools are not doing, during regular terms, all that could be done to help children achieve their potential and that the summer program had some value. However, the superiorities of the experimental group were neither frequent enough nor great enough to warrant an unqualified recommendation for special training. (JH)

ABSTRACT 21276

EC 02 1276 ED 003 842
Publ. Date Aug 65 312p.
Jewell, R. E. And Others
Team Teaching English Across Grade Lines Using Selected Ability Groups and a Theme-Oriented Curriculum.
Bend Senior High School, Oregon
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-158

Descriptors: exceptional child research; gifted; curriculum; teaching methods; honors curriculum; English curriculum; reading; writing; high school students; senior high schools; student opinion; student reaction; high achievers; ability

grouping; parent reaction; curriculum evaluation

An evaluation of an honors English team teaching program is reported. The program, designated as a spiral curriculum, was administered to senior high school high ability students. Results were evaluated in terms of student achievement in reading and writing, changes in student attitudes and participation in group discussions, student reaction, parent awareness and reaction, teaching staff impressions, and functional effectiveness of the program. Tables of statistical data collected and findings are appended with information on measuring devices, a student opinion poll, a structured parent interview, and a 158-page supplementary text containing 24 literature selections for the honors program. (WN)

ABSTRACT 21277

EC 02 1277 ED 003 830
Publ. Date 65 61p.
Ackerman, Paul R.
Demonstration of the Significance of a Consultant-Teacher for the Gifted to a Small Rural Secondary School.
Kansas State Department Of Public Instruction, Topeka
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-088

Descriptors: exceptional child research; administration; teaching methods; gifted; consultants; resource teachers; curriculum development; instructional improvement; high school students; teacher certification; educational finance; school community relationship; parent reaction; program evaluation; rural schools; rural school systems; rural education; personnel

The evaluation and dissemination of information concerning the employment of a teacher-consultant for the gifted child in a rural school district was the primary problem of this study. Specifically, efforts were directed toward determining whether the addition of a teacher-consultant actually improves instruction for the gifted student, whether such a program is financially feasible for a small rural district or can be administered by persons not specially trained in special education administration, and whether more extensive guidelines for instruction and teacher certification can be developed from the demonstration, and whether the program affects the community. Twenty students (median IQ of 128 and ages 13.5 to 17) participated in the program for 1 year. Procedures involved the scheduling of the pupils for seminars and a resource room, the development of a special curriculum in scientific methods, and instituting remedial educational methodology. Also, the consultant had many tasks related to the community, the parents of the children, and other vocational-academic personnel of the school. The results were generally favorable, although several years of followup are necessary to ascertain the longitudinal results of the methods employed. (JC)

ABSTRACT 21429

EC 02 1429 ED 001 150
Publ. Date Jul 63 87p.
Bixler, Harold H., Ed.
The Challenge--A Program for Gifted Children in the Sixth Grade. Second Edition.
Western Carolina College, Cullowhee, North Carolina, Guidance Clinic
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; creative writing; abstract reasoning; language arts; social studies; mathematics; sciences; art; music; enrichment; curriculum enrichment; grade 6; curriculum guides

Ideas included are the product of an intensive workshop held to study the public school education of exceptionally talented children. Programs are aimed at developing better facility in the skills of abstract thinking, organization discriminating, judgement, creative writing, and the ability to engage profitably in group activity. Included in the language program are subjects from philosophy to practice of language skills and literature assignments in the works of Twain and Poe. In the social studies program emphasis is given to the strengthening of democratic aspects of our society and a respect for our and other cultures. The Greek, Roman, English, African, and other civilizations and cultures are studied. To meet the challenge of broadening and deepening mathematical maturity, enrichment is provided in meanings and principles, rather than in facts and procedures. Similar emphasis by means of more creative experiences, is given in the science program. Also included in the program are art history, fundamentals in music theory, and a general study of music. (EE)

ABSTRACT 21475

EC 02 1475 ED 034 353
Publ. Date 68 185p.
Robeck, Mildred C.
California Project Talent: Acceleration Programs for Intellectually Gifted Pupils.
California State Department Of Education, Sacramento
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; program evaluation; accelerated programs; ability identification; student placement; student evaluation; counselor role; curriculum design; case studies (education); parent counseling; research reviews (publications); program administration; counseling; classroom arrangement; records (forms); California

A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, individual and advanced placement, grade skipping, combination grades, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychologists, counselors, and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)

ABSTRACT 21509

EC 02 1509 ED 030 672
Publ. Date Apr 69 87p.
Fenton, Edwin And Others
A High School Social Studies Curriculum for Able Students: An Audio-Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.
Carnegie-Mellon University, Pittsburgh, Pennsylvania, Social Studies Curriculum Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-3-10-103, OEC-6-10-130
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups: attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course.

Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that students in experimental-curriculum classes made significantly greater gains than did those in control classes. (LH)

ABSTRACT 21645

EC 02 1645 ED N.A.
Publ. Date 64 255p.
Fine, Benjamin
Stretching Their Minds.
EDRS not available
E. P. Dutton And Company, 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; gifted; special schools; creativity; ability testing; program descriptions; parent counseling; teacher qualifications; accelerated courses; mathematics education; music education; science education; social studies; language instruction; elementary grades; secondary grades; advanced programs; Sands Point Country Day School

Sands Point Country Day School, a private school for 200 gifted students ranging from nursery through high school located in rural New York, is described in its purpose and organizational structure. Specific school practices and areas of curriculum described in detail are the school's flexible entrance standards, the discarding of traditional grade level organization, and maximum class sizes of 15 to allow teachers to work with children individually. Students pursue original ideas, with teachers offering guidance when needed to prevent repeated failures. School curriculum is described to be broad and general, with high objectives and considerable depth. It is reported that conversational French is taught progressively through all levels as are English, math, art, music, science, and social studies, and that special advanced courses are offered when there is sufficient demand. Teacher selection is based on their love of children, sense of humor, personal security, and mastery of subject area. In evaluating pupil progress, no letter grades are given. Report forms measure the individual student's performance against his ability, and parent-teacher conferences are frequent. (BB)

ABSTRACT 21746

EC 02 1746 ED 035 125
Publ. Date (68) 85p.
Vassar, William G., Ed.; Renzulli, Joseph S., Ed.
The Gifted Child in Connecticut; Practical Suggestions for Program Development.
Connecticut State Department Of Education, Hartford, Bureau Of Pupil Personnel And Special Educational Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program planning; creativity; grouping (instructional purposes); identification; acceleration; state legislation; administrator role; program development; teacher role; Connecticut

Materials are presented to assist local school personnel in the adoption of successful programs and services for gifted and talented pupils. Articles offering solutions to problems in, or suggesting ideas and guidelines for, educational programing include the broadening concepts of giftedness, by E. Paul Torrance; justification for special programs, and initial practical requirements for developing local programs, both by Virgil S. Ward; homogeneous grouping, by Walter B. Barbe; a plan for identification, by John C. Gowan; acceleration, by Mary M. Pilch; and seven essentials of programs, by Joseph S. Renzulli. Other articles furnish lists of questions for staff evaluation of the gifted problem, outline the role of local administrators and of the state department of education, suggest criteria by which to guide programs, and list some of the current practices being followed in programing in the nation's secondary schools. How the teacher can further creativity is the subject of material adapted from E. Paul Torrance and from John C. Gowan and George D. Demos. Several school systems and special projects in Connecticut and Massachusetts are recommended for visitation, and guidelines for Connecticut administrators, based upon legislative enactments, are suggested. (WG)

ABSTRACT 21775

EC 02 1775 ED 035 154
Publ. Date Sep 69 75p.
McBride, Edd, Ed.
A Guide for the Education of Exceptionally Talented Students.
North Carolina State Department Of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; program development; program planning; teacher selection; identification; class size; program evaluation; educational objectives; ability grouping; language arts; English; social studies; sciences; arithmetic; mathematics; music education; art; learning activities; North Carolina

Rules and regulations governing education of the gifted in North Carolina precede an outline of screening and identification procedures. The question of ability grouping is explored through a review of eight research studies and articles. Questions and answers are used to present information on the gifted to parents, and the selection of teachers, class size, and program evaluation are considered. Objectives taken from Bloom's Taxonomy of Educational Objectives are presented with an explanation. The development of programs in the following areas includes activities and ideas: language arts, English, social studies (elementary and secondary), science (elementary and secondary), arithmetic, mathematics, music, and art. Available mimeographed materials are listed. (RJ)

ABSTRACT 21935

EC 02 1935 ED 036 914
Publ. Date 69 73p.
Gloss, Garvin G. And Others
Sputnik Plus Ten; Ohio's Program for the Gifted 1957-1967.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program development; state programs; advanced placement programs; demonstration programs; exceptional child research; identification; state surveys; enrollment; educational finance; administrative policy; Ohio

Briefed are the planning, the committee work, and the supportive legislation which followed the conception of Ohio's gifted program. The procedural methodolgy used by the Division of Special Education to encourage the initiation of programs and to disseminate information on research, monographic contributions, and demonstration results is discussed. Historical treatment is given the following subjects: statewide coordination of advanced placement; specific demonstration projects emphasizing acceleration, subject and general advanced placement, counseling, enrichment, identification, special classes, individual programing in heterogeneous grouping, work-study for underachievers, and the ungraded approach; surveys of literature, evaluations of projects and procedures, and studies of costs; descriptions of six controlled research studies; and conclusions regarding the Department of Education's role in identification, selection, programs, and supervision. An overview of current provisions includes methods of identification and selection, quantitative comparisons costs, availability of child-study services, administrative and curricular provisions, extent of parental involvement, student and program evaluation, problems encountered, and conclusions and implications. (WG)

ABSTRACT 21957

EC 02 1957 ED 036 936
Publ. Date Apr 69 181p.
Developing Unawakened and Unrecognized Potential. Proceedings of a Conference Held at the University of Minnesota (Minneapolis, April 26, 1969).
Minnesota State Department Of Education, St. Paul
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; creativity; talent development; educational needs; psycholinguistics; teacher education; teacher role; teacher attitudes; identification; intelligence tests; creative development; urban education; rural education; minority groups; American Indians; educational programs; teaching methods; cultural differences; cultural disadvantagement

The proceedings include addresses by Arthur S. Fleming and Samuel S. Shepard on the educational needs of the

disadvantaged black and by E. Paul Torrance on creativity development. Transcriptions are included of workshop papers on teacher training, teacher role in creativity development, teacher resentment toward the adolescent innovator, teacher identification of giftedness, and teacher style. Additional papers treat the use of intelligence tests and psycholinguistic training with the disadvantaged, the problem of disruption in schools, and the development of creative talents. Also described are programs on Indian reservations, in urban and rural areas, and in minority neighborhoods. (JD)

ABSTRACT 21966

EC 02 1966 ED 036 945
Publ. Date 69 30p.
Twin City Institute for Talented Youth. Annual Report.
Twin City Institute For Talented Youth, St. Paul, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; gifted; talented students; summer programs; admission criteria; curriculum; disadvantaged youth; program evaluation; master teachers; public school teachers; activities; courses

A summer program enrolled 579 talented students. Regular admit students had higher aptitude test scores and grade point averages; special admit students, who came from inner city schools, manifested creative and artistic abilities and high motivation. Courses were offered in the arts, the humanities, foreign language, language arts, math and science, and social and behavioral science. Students also participated in seminars and special events. Associate teachers from the city schools worked with master teachers. Special admit students did relatively well; students as a whole were positive about the program; associate teachers were favorable, but wanted more contact with students and planning time with master teachers. Administrative evaluation suggested orientation for students regarding norms, questioned locating the program on a college campus, and approved the modified admission policy and the problem emphasis in the curriculum. (JD)

ABSTRACT 22006

EC 02 2006 ED 036 019
Publ. Date Nov 69 23p.
Davis, Gary A. And Others
A Program for Training Creative Thinking: I. Preliminary Field Test.
Wisconsin University, Madison, Wisconsin Research And Development Center For Cognitive Learning
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-154 TR-104

Descriptors: exceptional child research; creativity; creative ability; creative thinking; creative development; testing; comparative analysis; student attitudes; questionnaires

A program designed to develop the creative potential of sixth, seventh and eighth grade students, incorporates ideas from a three-part model which conceptualizes the components of creativity as appropriate creative attitudes, various cognitive abilities, and idea-generating techniques. It attempts to increase students' awareness of, and appreciation for, change and innovation; provide exercise for creative abilities which facilitate the fluent production of original ideas; teach techniques for the systematic production of new idea combinations; and, through humor, to create a free atmosphere encouraging spontaneity and imagination. In a preliminary field test, responses to an attitude questionnaire and three divergent production tasks (such as thinking of changes and improvements for a doorknob) showed the program to be effective. Twenty-three subjects (21 seventh and two eighth grade students) who studied the program in a 10-week creative thinking course produced 65% more ideas on the divergent thinking tasks (ideas which were rated as significantly more creative) than 32 seventh grade control Ss enrolled in a creative writing course. There also was good indication that the trained Ss acquired more creative attitudes, including confidence in their own creative ability, than the control Ss. (Author/RJ)

ABSTRACT 22102

EC 02 2102 ED 035 625
Publ. Date 69 117p.
Elliott, Virginia A., Ed.; Josephs, Lois S., Ed.
English for the Academically Talented Student in the Secondary School. 1969 Revision of the Report of the Committee on English Programs for High School Students of Superior Ability of the National Council of Teachers of English.
National Council Of Teachers Of English, Champaign, Illinois;
National Education Association, Washington, D. C.
EDRS mf
NCTE, 508 South Sixth Street, Champaign, Illinois 61820 (Stock Number 02801); NEA Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $1.50).

Descriptors: creative thinking; disadvantaged youth; educational trends; English instruction; English programs; high achievers; secondary education; student motivation; talented students; talent identification; teacher education; teaching methods; underachievers; gifted

Introducing the essays in this publication, Virginia A. Elliott and Lois S. Josephs review the problems of teaching English to the academically talented student. Essays are by Michael F. Shugrue, who surveys, from 1958 through 1968, the achievements of conferences, Curriculum Study Centers, and the Dartmouth Seminar; John Simmons, who discusses the necessity and difficulties of identifying talented students in English; Arno Jewett, who explores the problems of motivating bright underachievers; Lois S. Josephs, who delineates the need for sensitive, perceptive teaching of gifted disadvantaged students, and Fred H. Stocking, who recommends ungraded, elective courses to stimulate bright students. Papers are also presented by John A. Hart and Ann L. Hayes, who consider how a spirit of mutual inquiry, discussion, good student-teacher relationship, and creative writing can foster creative thought; Virginia A. Elliott, who analyzes the training and characteristics necessary to teach talented students; and Lois M. Gross, who reviews educational programs in the sixties for academically superior students. A selected bibliography is included. (JM)

ABSTRACT 22104

EC 02 2104 ED 035 524
Publ. Date 69 93p.
Reading for the Gifted: Guided Extension of Reading Skills Through Literature. Part V.
Los Angeles City Schools, California, Division Of Instructional Planning And Services
EDRS mf,hc

Descriptors: ethical values; gifted; literature guides; moral values; reading instruction; reading materials; reading skills; teaching guides

Guidance is provided in this instructional bulletin for study by gifted pupils of a series of books related to the central theme, The Development of Strong Moral Character Through Overcoming Adversity. The books selected provide opportunities for the examination of moral and spiritual values. The instructional materials developed and books selected were done so specifically for use by gifted pupils at grades 3 and 4. Literary terms are defined, synopses of the selected books and instructional information for many are included, plus biographical information about most of the authors. References are given. (NH/Author)

ABSTRACT 22114

EC 02 2114 ED 023 611
Publ. Date Jun 68 52p.
Saslaw, Milton S.
Evaluation of a Program to Promote Scientific Careers in Gifted Students at the Secondary Level. Final Report.
Miami University, Coral Gables, Florida, Graduate School
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-6-10-317
BR-5-0648

Descriptors: exceptional child research; gifted; achievement; career choice; careers; course evaluation; course organization; curriculum development; interest tests; motivation; program evaluation; science careers; secondary school science; student science interests; Biological Sciences Curriculum Study; Chemical Education Materials Study; Physical Science Study Committee; Wechsler Intelligence Scale for Children

In the program, Motivation in Depth for Gifted High School Science Students

initiated in 1964, specially selected seventh grade students took in successive summers Biological Sciences Curriculum Study (BSCS), Chemical Education Materials Study, (CHEMS), and Physical Science Study Committee (PSSC) courses; a newly designed course, Laboratory Orientation and Instrumentation; and two academic years in the Laboratory Research Program. Evaluation was to determine program feasibility, collect selected data, and analyze differences between the experimental students and matched control students on the California Occupational Interest Inventory (COII). Feasibility was demonstrated by the following observations: 91.7% of all class performances met school requirements; participating students in BSCS and PSSC obtained scores on national tests more favorable than national controls; and participants performed satisfactorily compared with controls who took the regular academic program in tenth, eleventh and twelfth grades. Data have been collected over the duration of the program by the Wechsler Intelligence Scale for Children and specially constructed structured interviews, and by group Rorschach, Bell Personality Inventory and COII. Analysis of the COII revealed a significant increase in the difference between experimental and matched control students in the personal-social factor. (GR)

ABSTRACT 22491

EC 02 2491 ED N.A.
Publ. Date May 70 343p.
Torrance, E. Paul;
Creative Learning and Teaching.
Myers, R. E.
EDRS not available
Dodd, Mead And Company, 79 Madison Avenue, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; creativity; creative development; educational methods; creative activities; creative teaching; teaching techniques; teacher improvement; questioning techniques

To promote creativity in elementary school children, the teacher must be aware of the numerous rather than a single solution to problem situations. In line with this reasoning the authors suggest that creative teaching can make a difference in ability, built in motivation is necessary, creative development should not be left to chance, and a skillful teacher can facilitate creative learning. Techniques described are an awareness of the child's mind, questioning for information and thought, asking provocative questions, teaching the child to question, providing a responsive environment, and guiding planned sequences of creative activities. Also included are hints for becoming a more creative teacher and an appendix with some characteristics of learning experiences to facilitate creative behavior. (JM)

ABSTRACT 22537

EC 02 2537 ED 038 807
Publ. Date 69 78p.
House, Ernest R. And Others
The Visibility and Clarity of Demonstrations.
Cooperative Educational Research Laboratory, Inc., Northfield, Illinois
Illinois State Office Of The Superintendent Of Public Instruction, Springfield, Department Of Program Development For Gifted Children
EDRS mf,hc

Descriptors: exceptional child research; gifted; demonstration centers; demonstrations (educational); program evaluation; state programs; educational programs; evaluation techniques; measurement instruments; educational innovation; educational practice; observation; Illinois Gifted Program; Illinois

A state system of about 20 demonstration centers was developed in Illinois to exhibit a variety of model programs for gifted children, ranging from kindergarten to high school. Subjects ranged from foreign language to dance and dramatics. Evaluation indicated low quality in too many centers. The centers performed best on the awareness function, less well on the acceptance function. Demonstrations were found to lack intelligibility and to fail to illustrate both positive and negative features, thereby facilitating valid professional judgment. However, they ranked well for fidelity. Recommendations are made; a separate volume provides appendixes listing observed programs, describing a typical day in a center, and detailing procedures, the instrument used, and the obstrusiveness of measures. (Author/JD)

ABSTRACT 22552

EC 02 2552 ED 038 824
Publ. Date Apr 70 86p.
Tongue, Cornelia, Ed.
The Proceedings of the Sessions on Gifted and Talented Children. Special Education Conference (21st, Charlotte, North Carolina, November 20-22, 1969).
North Carolina State Department Of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; creativity; advanced placement; identification; personality; counseling; educational needs; creativity development

Seven speakers consider gifted and talented students. George Welsh defines the relationship of personality and classroom performance; Marvin Gold describes differential education; and C. Douglas Carter discusses special programs at the elementary level. Also treated are the nature and identification of creativity, by Betty Stovall, advanced placement in the high school, by Daniel Beshara, and guidance needs in the elementary school, by Ann W. Harrison. James L. Bray reviews the theory and curriculum of the Governor's School of North Carolina, a special school for gifted students. (JD)

ABSTRACT 22713

EC 02 2713 ED 039 655
Publ. Date (69) 67p.
Challenge: Teacher's Utilization Manual.
Lincoln Public Schools, Nebraska, Project ASERT
Nebraska State Department Of Education, Lincoln
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational television; enrichment; educational strategies; medicine; theater arts; communications; music; art; history; architecture; industry; urban culture; mathematics; world affairs; business; agricultural education

Published as a guide to educational television viewing for the gifted, the stated objective is to extend the learning environment, validate and individualize learning, provide resources, and use a nonverbal approach. For each area discussed, the text provides information on the target audience, the need and purpose, methods of achieving the purpose, individualized viewing and learning, related activities, and additional resources for the student. Areas described are research, medicine, theater, communications, music and art, buried history, architecture, industry, urban problems, world involvement, agriculture, mathematics, and business. (JM)

ABSTRACT 22746

EC 02 2746 ED 039 688
Publ. Date Feb 70 33p.
Weitman, Morris
Experimental Honors Project Evaluation Development and Student Selection. Final Report.
Portland State University, Oregon
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-9-9-470-118-0002(057)

Descriptors: exceptional child education; gifted; honors curriculum; college students; program evaluation; program proposals; Portland State University

The preparatory steps for an evaluation of the honors program at Portland State University, Oregon and the selection of the gifted participants are described. Seventy-nine entering freshmen were selected in the proposed honors program on the basis of high College Entrance Exam verbal and mathematics scores. Sixty students were selected and formed into two groups of 30 each (one of each pair taking part in the honors curriculum). Evaluation showed no difference between the participants and controls as to continuance in school and reading or listening skills. A set of screening measures for the selection of successful honors participants was then developed. The proposed honors program is included. (Author/JM)

ABSTRACT 23086

EC 02 3086 ED N.A.
Publ. Date 66 572p.
Hildreth, Gertrude H.
Introduction to the Gifted.
EDRS not available
McGraw Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; gifted; teaching methods; identification; student evaluation; acceleration; ability grouping; creativity; motivation techniques; guidance; teachers; check lists; college students; elementary school students; secondary school students; talented students; research projects

Designed as a textbook for courses in education, child psychology, exceptional children, and teacher education of the gifted, the book provides a survey of developments in the education of the gifted. Identification, appraisal, and educational methods from elementary school through college are treated. Consideration is given to ability grouping, acceleration, guidance, motivation, creativity, and teachers of the gifted. Pertinent research findings are reported. A checklist for gifted children (ages 10 and over) is included. (MS)

ABSTRACT 23182

EC 02 3182 ED N.A.
Publ. Date 61 96p.
Drews, Elizabeth M., Ed.
Guidance for the Academically Talented Student.
Carnegie Corporation, New York;
American Personnel And Guidance Association, Washington, D. C.;
National Education Association, Washington, D. C.
EDRS not available
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child services; gifted; counseling goals; guidance; ability identification; high achievers; educational needs; counseling services; conference reports

Guidance for academically gifted students is discussed in a report of a conference on that topic. What to look for, procedures for identifying the academically talented (tests, observation, students' products, and cumulative record), when to identify and why are covered, in addition to the role of the counselor in the identification process. An examination of the nature and characteristics of the social and psychological factors which nourish or inhibit high achievement looks at society, the home, the school, culturally or economically deprived groups, gifted girls, psychological patterns, and problems of motivation in underachievement. The importance of guidance from the home, school, and counselor is stressed. A discussion of the educational provisions which promote the maximum development of gifted students considers personal and educational needs of the students, the educational program, and the responsibility of the guidance services. Attention is given to specific aspects of counseling: personnel, process (emphasis on social and emotional problems, vocational aspirations, and educational plans), and parental factors and home environment as they affect counseling. Responsibilities of the guidance counselor in research are summarized, and sources supporting generalizations about the academically talented are listed. (KW)

ABSTRACT 23184

EC 02 3184 ED N.A.
Publ. Date 61 112p.
Ziegfeld, Edwin, Ed.
Art for the Academically Talented Student in the Secondary School.
Carnegie Corporation, New York;
National Art Education Association, Washington, D. C.;
National Education Association, Washington, D. C.
EDRS not available
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child education; gifted; art; visual arts; art education; program planning; program descriptions; secondary school students

Programs in art for academically gifted secondary school students who may not be artistically talented are considered in a booklet resulting from a conference on the same subject. Examined are the nature of art and the importance of providing art experiences for the academically gifted. Activities for program planning are suggested. Curriculum outlines of some experimental programs in Houston, Pittsburgh, and Hillsdale, New Jersey are presented. A list of selected references in art and art education (books and periodicals, and films) is included. (KW)

ABSTRACT 23227

EC 02 3227 ED N.A.
Publ. Date 64 511p.
Gowan, John Curtis; Demos, George D.
The Education and Guidance of the Ablest.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.50).

Descriptors: exceptional child education; gifted; educational objectives; educational administration; creativity; curriculum; academic achievement; exceptional child research; student characteristics; intelligence

The text reviews research and development in the field of education for the academically gifted. Both early development and present status are chronicled, covering the general areas of history, philosophy, objectives, characteristics, curriculum, guidance, administration, and research. Practical programs are also discussed, with practical suggestions for teachers relating theory to practice. An extensive bibliography is included. (KW)

ABSTRACT 23238

EC 02 3238 ED N.A.
Publ. Date 60 224p.
Bish, Charles E.
Administration: Procedures and School Practices for the Academically Talented Student in the Secondary School.
National Education Association, Washington, D. C., National Association Of Secondary School Principals
EDRS not available
National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($1.25).

Descriptors: exceptional child education; secondary school students; talented students; administrator guides; administrative principles; program administration; program planning; identification; acceleration; grouping (instructional purposes); enrichment; counseling; guidance

Administrative procedures for implementing and maintaining an educational program for academically talented youth are discussed. Underlying philosophy and preliminary considerations and planning are treated. Information is provided on tools and procedures used to identify the academically talented. Consideration is given to acceleration, grouping, and enrichment. The counseling and guidance of talented students is discussed. Factors in administrative planning for program implementation are explored. A number of successful programs are described briefly. Also included are a substantial reference list, publications about specific programs, and organizations concerned with gifted children. (MS)

ABSTRACT 23249

EC 02 3249 ED 011 124
Publ. Date 66 112p.
Bachtold, Louise M.
Counseling, Instructional Programs for Intellectually Gifted Students.
California State Department Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; counseling; curriculum; social studies; experimental programs; English; inservice teacher education; program evaluation; program development; group counseling; junior high schools; counseling instructional programs; Project Talent; Sacramento (California)

The intellectually gifted, identified as the top 2% in achievement and ability tests in grades 7, 8, and 9 were placed in an experimental counseling instructional program. Both cognitive and affective objectives were set up for the small group counseling sessions and for English and social studies classes. Small groups of eight to 10 students met once every 2 weeks with a counselor. The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Inservice training and program planning continued throughout the year. The program was evaluated by measuring the amount of student growth in line with program objectives; rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used.

The program was presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

ABSTRACT 23263

EC 02 3263 ED N.A.
Publ. Date 60 499p.
Sumption, Merle R.; Luecking, Evelyn M.
Education of the Gifted.
EDRS not available
Ronald Press Company, 79 Madison Avenue, New York, New York 10016 ($6.50).

Descriptors: exceptional child education; gifted; educational methods; identification; educational counseling; educational administration; research reviews; program descriptions; teacher qualifications

The text presents information presently available on the advantages and disadvantages of the various kinds of educational organization and practices in education of the gifted. It aims at teachers in the field and students preparing to teach. There is a discussion of the nature of giftedness and an overview of administrative problems as well as chapters presenting organizational patterns and experiences helpful to the gifted at all educational levels (preschool through college). Included is a brief history of the attitudes toward, and theories of, education for the gifted with a review of current practices. Methodology is considered with documented information for research. Discussed are methods of identification, guidance of gifted students, teachers of the gifted, the role of the community, and types of programs (including forms of acceleration, enrichment, and instructional grouping). (KW)

ABSTRACT 23434

EC 02 3434 ED 041 405
Publ. Date Mar 68 103p.
Suchman, J. Richard; Carlson, Sybil B.
Demonstration Center: Part II--Elementary School Programs in Scientific Inquiry for Gifted Students.
Illinois University, Urbana, Research Board
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-3-10-101

Descriptors: exceptional child research; gifted; teaching methods; inquiry training; program evaluation; demonstration centers; audiovisual aids; instructional films; inservice teacher education; summer institutes; program descriptions; questioning techniques; teacher characteristics

To disseminate inquiry training methods and materials, the project produced instructional films on the methods, prepared a teacher's manual, and conducted an institute to train teachers and administrators in the procedures. Twenty educators from 11 school districts were enrolled in the summer institute as team members and were trained for 4 weeks through seminars, class demonstrations, group discussions, and individual conferences. Teams then returned to their districts where they conducted inquiry training classes with at least one group of gifted elementary or junior high students. Provisions were made for visitors to attend classes, for special demonstrations, and for additional dissemination. Conclusions were that the teams stimulated interest within various school districts and gained experience in conducting inquiry sessions; they also aroused public approval as parents and others requested the continuation of the programs. Most of the districts have continued the training and many have reshaped their programs. Teacher characteristics which were found to be influential were flexibility, objectivity, willingness to turn over the process to the children, sympathy for the process, awareness of children's cognitive needs, and competence in the subject. (RJ)

ABSTRACT 23453

EC 02 3453 ED 041 417
Publ. Date Mar 69 67p.
Dallenbach, Jan F.; DeYoung, Kenneth N.
Special Education for the Gifted through Television.
Educational Research And Development Council Of Northeast Minnesota, Duluth
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-3-7-703-260-4955
BR-67-3260

Descriptors: exceptional child research; gifted; televised instruction; teaching methods; educational television; audiovisual instruction; achievement; elementary school students; ability identification; rural education

A project was undertaken to study the effects of in-school television programs on gifted 5th and 6th grade students in rural northeastern Minnesota. Ten inservice training workshops on the education of the gifted were held, and T.V. programs were developed (one series for the students on content, another stimulating thought processes). A battery of pre and posttests were administered to 1556 gifted students, and statistical analyses of comparisons between the pre and posttest results and between the control and experimental groups are included. Numerous descriptive, inferential, and cluster analyses were made. On four posttests, certain subgroups of students exposed to the T.V. programs showed greater average gains than the control students, while in five instances, certain categories of the experimental students made smaller average gains. Schools' reactions were also surveyed by questionnaire, and the resulting conclusions and extrapolated recommendations are presented. (KW)

ABSTRACT 23454

EC 02 3454 ED 041 418
Publ. Date 70 339p.
Rice, Joseph P.
The Gifted: Developing Total Talent.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($17.50).

Descriptors: exceptional child education; gifted; program development; talent development; intelligence; educational objectives; educational needs; talented students; teaching methods; identification; teacher education; curriculum

Basic ingredients of educational program development for the gifted are developed. Consideration of program goals, a composite classification of talents, and identification of the gifted precedes a discussion on rearing and educating gifted children including expectations, parents' obligations, and educational planning. Studies of interests and opinions of the gifted are related to curriculum planning. Methods and objectives are also considered in the building of model curriculums. Attention is given to appropriate placement in an education program, the integration of a guidance and instructional program, staffing needs and teacher qualifications, and strategies for program development and administration. Statistical tables are included. (KW)

ABSTRACT 23478

EC 02 3478 ED 041 439
Publ. Date Apr 69 36p.
CEC Selected Convention Papers 1969: The Gifted. Selected Papers Presented at the Annual International Convention of the Council for Exceptional Children (47th, Denver, Colorado, April 6-12, 1969).
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; gifted; creativity; research; conference reports; measurement techniques; disadvantaged youth; educational methods; program development; talent development; abstracts

Articles included in the collection of convention papers discuss a creativity score from the Stanford Binet and its applications, performance based instruction, methods for maximizing the development of talent among the urban disadvantaged, and talent potential among the disadvantaged. Abstracts of papers are provided on the following topics: effects of anxiety on creativity, a follow-up of sixth grade regular and special class gifted, a holistic conception of creativity and intelligence, measuring perceptual motor ability, and curriculum in differential education for the gifted. (JM)

ABSTRACT 23486

EC 02 3486 ED N.A.
Publ. Date 67 57p.
Title ESEA Project 370: School Community Action Research in Communication Skills. End of Grant Report.
District Of Columbia Public Schools, Washington, D. C.
EDRS not available

District Of Columbia Board Of Education, 13th And K Streets, N. W., Washington, D. C. 20005.

Descriptors: communication skills; educational programs; school community cooperation; creativity; language arts; parent participation; research projects; program descriptions; District of Columbia

Described is the direction taken and the results obtained during the first year of the Communication Skills Program known as PACE Project 370: School-Community Action Research in Communication Skills. Both facts and figures concerning the programs and activities and comments of persons involved are included. The program was designed to foster creativity in the able child in 23 schools in Washington, D.C., and involved school personnel, community persons, and parents who felt a need for a continuum in the language arts in all grades which would stress interrelationships of all the communicative arts and nurture creativity. Objectives are outlined, and progress toward each objective is detailed. Also discussed are planning results; project endeavors; effects on teachers, schools, and cooperating agencies; dissemination of project information; methods being developed to continue the project without federal support; and costs. (KW)

ABSTRACT 23536

EC 02 3536 ED 042 271
Publ. Date 68 116p.
Rafferty, Max
Special Class Programs for Intellectually Gifted Pupils.
California State Department Of Education, Sacramento, Project Talent
Office Of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child education; gifted; program evaluation; grouping (instructional purposes); administration; ability grouping; program administration; screening tests; evaluation methods; program guides; inservice teacher education; admission criteria; special classes; curriculum development; student attitudes; student evaluation

A project to develop instructional and evaluative procedures for special classes of intellectually gifted students in grades four, five, and six was developed as part of California Project Talent. Two demonstration programs were observed over a 3-year period; the two classes were all-day, full-week programs for children with an IQ of 130 or over. The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. Recommendations are made for each of the areas discussed. A reference list cites 126 items. (SP)

AUTHOR INDEX

Ackerman, Paul R 21277.
Albright, A D And Others 20024.
Aschner, Mary Jane, Ed 10694.
Bachtold, Louise M 23249.
Barbe, Walter B 10919.
Beck, Joan 11592.
Bish, Charles E 23238.
Bixler, Harold H, Ed 21429.
Cooley, William W 11226.
Crow, Lester D, Ed 11261.
Dallenbach, Jan F 23453.
Davis, Gary A And Others 22006.
DeHaan, Robert F 10893.
Dewey, Lucy Campbell 20124.
Drews, Elizabeth M, Ed 23182.
Durr, William K 20750.
Edgerton, Harold A 20021.
Elliott, Virginia A, Ed 22102.
Endicott, Frank S 10714.
Fenton, Edwin And Others 21509.
Fine, Benjamin 21645.
Fink, Lawrence A 20826.
Fliegler, Louis A, Ed 10665.
French, Joseph L 11954.
Gallagher, James J 11367.
Gallagher, James J, Ed 10677.
Gloss, Garvin G And Others 21935.
Gold, Milton J 20614.
Gowan, John Curtis 23227.
Gowan, John Curtis, Comp 10851.
Hampton, Nellie D 20035, 20042, 21275.
Heist, Paul, Ed 21110.
Hildreth, Gertrude H 23086.
Holt, E E 20758.
House, Ernest R And Others 22537.
Jackson, David M 20030.
Jewell, R E And Others 21276.
Keaster, Charles W 11877.
Lodato, Francis And Others 21108.
McBride, Edd, Ed 21775.
Pilch, Mary M 11048.
Plowman, Paul D 10335, 20717.
Plowman, Paul D, Comp 11879.
Porter, Robert M 21194.
Rafferty, Max 23536.
Renzulli, Joseph S 20027.
Reynolds, Maynard C, Ed 11317.
Rice, Joseph P 23454.
Robeck, Mildred C 21475.
Rothney, John W M 11878.
Saslaw, Milton S 22114.
Steigman, Benjamin M 10507.
Suchman, J Richard 23434.
Sumption, Merle R 23263.
Tongue, Cornelia, Ed 22552.
Torrance, E Paul 11237, 20824, 22491.
Vassar, William G, Ed 21746.
Villars, Gerald, Ed 11880.
Weitman, Morris 22746.
Ziegfeld, Edwin, Ed 23184.

SUBJECT INDEX

Ability Grouping 11880, 11954, 20614, 20750, 20800, 21276, 21775, 23086, 23536.
Ability Identification 10340, 20614, 20750, 21475, 21645, 23182, 23453.
Abstract Reasoning 10677, 21429.
Abstracts 23478.
Academic Ability 21194.
Academic Achievement 11954, 20021, 20035, 20758, 20826, 21108, 21275, 23227.
Academic Standards 21110.
Accelerated Courses 10341, 10893, 11261, 11317, 20024, 20406, 20758, 21475, 21645.
Acceleration 10335, 10893, 10919, 11261, 11317, 11879-11880, 11954, 20024, 20614, 20750, 20800, 21746, 23086, 23238.
Achievement 10919, 20042, 21275, 22114, 23453.
Achievement Need 10694.
Achievement Tests 20042.
Adjustment (To Environment) 11261, 11954, 20035, 20042, 21275.
Administration 10340, 10665, 10893, 10919, 11261, 11317, 11879, 20023-20024, 20030, 20032, 20367, 20717, 20750, 20758, 21277, 21475, 21775, 23227, 23236, 23238, 23263, 23536.
Administrative Change 11367.
Administrative Organization 20750.
Administrative Policy 10340, 21935, 23238.
Administrative Problems 20800.
Administrator Role 20027, 20030, 20032, 21746.
Admission Criteria 11317, 11877, 20032, 21966, 23536.
Admission (School) 10677, 10919, 11317, 11878, 11954.
Adolescents 10339.
Adults 10694.
Advanced Placement 10335, 10339, 10919, 11261, 11878, 11954, 20024, 20406, 21645, 21935, 22552.
Age Groups 11954.
Agricultural Education 22713.
American History 20826.
American Indians 21957.
Aptitude Tests 20367.
Architecture 22713.
Art 10507, 11048, 20124, 21429, 21775, 22713, 23184.
Attitudes 10919.
Audiovisual Aids 11237, 11879, 21509, 23434.
Audiovisual Instruction 10335, 11048, 11237, 23453.
Authors 11927.
Bibliographies 20826.
Biological Sciences Curriculum Study 22114.
Biology 11226.
Budgets 11877, 20717, 21277, 21935.
Business Education 22713.
California 10335, 11877, 11879, 20717, 21475, 23249.
California Project Talent 10335, 20717.
Career Choice 11226, 22114.
Career Opportunities 22114.
Case Studies (Education) 11317, 20717, 21475.
Check Lists 23086.
Chemical Education Materials Study 22114.
Chemistry 11226.
Child Development 21275.
Child Rearing 11592.
Childhood 11592, 20824.
Childrens Books 11927.
Class Size 21775.
Classroom Arrangement 21475.
Cognitive Processes 10694, 20614.
College Students 22746, 23086.
Colleges 20406, 21110.
Communication Skills 23486.

Communications 11048, 22713.
Community Resources 11879.
Community Role 20750.
Comparative Analysis 11927, 22006.
Conference Reports 23182, 23478.
Connecticut 20027, 21746.
Consultants 10335, 21277.
Content Analysis 11927.
Correspondence Courses 11878, 20717.
Counseling 10244, 10335, 10714, 10851, 11261, 11877-11878, 11954, 20032, 20367, 20614, 20750, 21475, 22552, 23086, 23182, 23238, 23249, 23263.
Counseling Instructional Programs 11879, 23249.
Counselor Role 10851, 21475.
Counselors 10714.
Course Organization 20826, 22114.
Creative Ability 20367, 20824, 21110, 22006.
Creative Art 10665, 10851.
Creative Development 10851, 11237, 21110, 21957, 22006, 22491, 22552.
Creative Expression 11237, 21110, 22491.
Creative Reading 20824.
Creative Teaching 10851, 11237, 11261, 22491.
Creative Thinking 10851, 11048, 11237, 11367, 22006, 22102.
Creative Writing 10665, 10851, 21429.
Creativity 10507, 10677, 10694, 10851, 10893, 10919, 11237, 11261, 11367, 11592, 11954, 20032, 20614, 20750, 20824, 21110, 21645, 21746, 21957, 22006, 22491, 22552, 23086, 23227, 23478, 23486.
Creativity Research 10851.
Critical Thinking 10694, 11048.
Cultural Differences 21957.
Cultural Disadvantagement 21957.
Curriculum 10244, 10335, 10339, 10507, 10665, 10677, 10851, 11261, 11367, 20024, 20032, 20800, 20826, 21194, 21276, 21429, 21966, 23227, 23249, 23454.
Curriculum Design 21275, 21475, 21509.
Curriculum Development 10335, 10665, 10677, 10893, 20717, 20824, 21275, 21277, 21509, 22114, 23536.
Curriculum Evaluation 20717, 21276, 21509, 22114.
Curriculum Guides 10339, 10341, 21429.
Demonstration Centers 20030, 22537, 23434.
Demonstration Projects 10335, 11878, 20030, 21935, 22537.
Directories 20406.
Disadvantaged Youth 21957, 21966, 22102, 23478.
Discovery Learning 10677, 11367.
District Of Columbia 23486.
Divergent Thinking 10677.
Dramatics 10665.
Economics 21509.
Educational Equipment 11877.
Educational Facilities 10507.
Educational Methods 10919, 22491, 22713, 23263, 23478.
Educational Needs 10694, 10851, 11048, 11879, 20124, 21957, 22552, 23182, 23454.
Educational Objectives 11877, 11879, 20824, 21110, 21775, 23227, 23454.
Educational Opportunities 20035.
Educational Philosophy 20824.
Educational Practice 10244, 22537.
Educational Programs 10335, 10507, 11878, 11880, 11954, 20021, 21746, 21935, 21957, 22537, 22552, 23486.
Educational Television 11048, 22713, 23453.
Educational Trends 22102.
Elective Subjects 20406.
Elementary Education 11261, 21645.
Elementary School Students 23086, 23453.
Elementary Schools 10335, 10665.
Emotional Development 20042.
English Instruction 20030, 21276, 21775, 22102, 23249.
Enrichment 10337, 10893, 11237, 11880, 20024, 20124, 20367, 20750, 20758, 21194, 21429, 22713, 23238.
Enrichment Programs 10335, 10919, 11261, 11878, 11954, 21194.
Enrollment 21935.
Environmental Influences 10694, 10919, 11592.
European History 10339.
Evaluation Methods 10893, 11880, 22537, 23536.
Exceptional Child Education 10244, 10335, 10337, 10339-10341, 10507, 10665, 10677, 10694, 10714, 10851, 10893, 10919, 11048, 11261, 11317, 11367, 11877, 11879-11880, 11927, 11954, 20027, 20032, 20124, 20367, 20406, 20614, 20717, 20750, 20758, 20800, 20824, 20826, 21194, 21429, 21475, 21509, 21645, 21746, 21775, 21935, 21957, 22491, 22552, 22713, 22746, 23086, 23184, 23227, 23238, 23249, 23263, 23454, 23478, 23536.
Exceptional Child Research 11226, 11237, 11878, 20021, 20024, 20030, 20035, 20042, 21108, 21275-21277, 21935, 21966, 22006, 22114, 22537, 23227, 23434, 23453.
Exceptional Child Services 23182.
Experimental Groups 10919, 11261, 20035, 21275, 23249.
Family (Sociological Unit) 10919.
Films 11048, 23434.
Fine Arts 20614.
Geographic Distribution 20406.
Gifted 10244, 10335, 10337, 10339-10341, 10507, 10665, 10677, 10714, 10851, 10893, 10919, 11048, 11226, 11261, 11317, 11367, 11592, 11877-11880, 11927, 11954, 20021, 20024, 20027, 20030, 20032, 20035, 20042, 20124, 20367, 20406, 20614, 20717, 20750, 20758, 20800, 20824, 20826, 21108, 21194, 21276-21277, 21429, 21475, 21509, 21645, 21746, 21775, 21935, 21966, 22102, 22104, 22114, 22537, 22552, 22713, 22746, 23086, 23182, 23184, 23227, 23249, 23263, 23434, 23453-23454, 23478, 23536.
Grade 1 10337.
Grade 2 10337.
Grade 3 10337.
Grade 4 11237.
Grade 6 21429.
Grade 9 10341.
Grading 20826.
Group Therapy 10335, 23249.
Grouping (Instructional Purposes) 10244, 10893, 10919, 20032, 20824, 21108, 21746, 23238, 23536.
Guidelines 20717, 21775, 23238.
Health 11048, 11592.
High Achievers 21276, 22102, 23182.
Higher Education 21110.
History 10339, 21509, 22713.
Honors Curriculum 20406, 20826, 21276, 22746.
Humanities 21509.
Identification 10244, 10335, 10677, 10694, 10714, 10851, 10893, 10919, 11261, 11877, 11880, 11954, 20027, 20717, 20750, 20758, 20800, 20824, 21746, 21775, 21935, 21957, 22552, 23086, 23238, 23263, 23454.
Illinois 11317, 22537.
Illinois Gifted Program 22537.
Independent Study 11878, 20406, 20800, 21108.
Individual Characteristics 10677, 10893, 10919, 11880, 11954, 20614, 20800, 21275.
Individualized Instruction 11878, 21108.
Industry 22713.
Infancy 11592.
Infectious Diseases 11592.
Information Dissemination 20030.
Injuries 11592.
Innovation 11879, 20826, 21110, 22537.
Inquiry Training 11367, 23434.
Inservice Education 11878.
Inservice Teacher Education 10335, 11048, 11877, 20027, 20030, 23249, 23434, 23536.
Institute Of Child Study Security Test 20042.
Institutes (Training Programs) 20030, 23434.
Instructional Materials 10339, 11048, 11877, 20024, 20030, 20124, 20826.
Instructional Media 23434.
Intellectual Development 10340, 10694, 11592, 20042, 20824, 21194.
Intelligence 10677, 10694, 10919, 11592, 20824, 21275, 23227, 23454.
Intelligence Level 20406.
Intelligence Tests 21957.
Interest Tests 20042, 22114.
Interests 20021, 20042, 20826, 22114.
Interinstitutional Cooperation 10244.
Intermediate Grades 20124.
Iowa Test Of Basic Skills 20042.
Junior High Schools 10335, 23249.
Kindergarten Children 20824.
Laboratories 11226.
Language Arts 10665, 20124, 20614, 21429, 21775, 23486.
Language Instruction 10665, 21645.
Leadership 20367.
Leadership Training 20800.
Learning 10677, 11592.
Learning Characteristics 10919, 20124, 20750.
Learning Processes 10694, 21775.
Learning Theories 10694, 10893.
Literary Analysis 11927.
Literature Guides 22104.
Longitudinal Studies 11954, 20367.
Man Machine Systems 11879.
Maryland 10340.
Massachusetts 11317.
Master Teachers 21966.
Material Development 10335.
Mathematics 10337, 10341, 10665, 11226, 11367, 20030, 20614, 21429, 21645, 21775, 22713.
Measurement Techniques 10694, 22537, 23478.
Medicine 22713.
Minnesota 11317, 11880.
Minority Groups 21957.

Montessori Method 11592.
Moral Values 22104.
Motivation 10244, 10694, 10714, 20614, 20750, 20824, 21110, 22102, 22114.
Motivation Techniques 23086.
Music 10507, 10665, 20124, 21429, 21645, 21775, 22713.
National Science Foundation 20021.
Nebraska 11317.
Negroes 11954.
New York 20021.
Noncredit Courses 21194.
North Carolina 21775.
Nutrition 20124.
Observation 22537.
Ohio 10337, 10339, 10341, 21935.
Organization 20024.
Parent Attitudes 20758, 21276-21277.
Parent Counseling 21475, 21645.
Parent Role 10851, 11592, 20750, 23486.
Parent School Relationship 10244.
Parents 10714.
Performance Factors 10851.
Personality 10694, 10893, 22552.
Personnel 10340, 11367, 20030, 21277.
Phonotape Recordings 11237.
Physical Science Study Committee 22114.
Physics 11226.
Plane Geometry 10341.
Political Science 21509.
Population Growth 11048.
Portland State University 22746.
Predictive Measurement 10851.
Prenatal Influences 11592.
Preschool Children 11592.
Primary Grades 10337.
Private Schools 20406.
Problem Solving 10694.
Professional Education 10335, 20030.
Professional Services 11877.
Program Budgeting 11877.
Program Descriptions 11317, 11879-11880, 21645, 23184, 23263, 23434, 23486.
Program Development 10335, 20800, 21746, 21775, 21935, 23249, 23454, 23478.
Program Evaluation 10244, 10341, 11226, 11317, 11879, 20024, 20030, 20032, 20035, 20367, 20717, 20800, 20826, 21275, 21277, 21475, 21775, 21966, 22114, 22537, 22746, 23249, 23434, 23536.
Program Guides 10340, 20032, 20800, 23536
Program Planning 10665, 11261, 11367, 11880, 20032, 20367, 20614, 20717, 20758, 21746, 21775, 23184, 23238.
Program Proposals 22746.
Programmed Materials 11237.
Project Talent 10335, 11879, 20717, 23249.
Project Training Methods 20800.
Psycholinguistics 21957.
Psychological Tests 20042.
Public Education 10337, 20406, 21966.
Questioning Techniques 22491, 23434.
Questionnaires 10244, 22006.
Reading 10665, 11592, 11927, 20824, 20826, 21108, 21276, 22104.
Reading Comprehension 11927.
Reading Materials 22104.
Reading Skills 11927, 22104.
Records (Forms) 11878, 21475.
Released Time 21108.
Research Methodology 20824.
Research Needs 20614.
Research Projects 10677, 11317, 23086, 23486.
Research Reviews (Publications) 10677, 11317, 11954, 21475, 23263.
Research Utilization 10694.
Resource Teachers 21277.
Rural Areas 20035, 20042, 21194, 21275.
Rural Education 20035, 21275, 21277, 21957, 23453.
Rural Schools 21275, 21277.
Rural Youth 20035.
Sands Point Country Day School 21645.
Saturday Seminars For Able And Ambitious Students 21194.
School Buildings 10507.
School Community Relationship 10244, 10714, 21277, 23486.
School Districts 11877.
School Role 10340.
School Surveys 20024, 20027.
School Visitation 20030.
Science Careers 11226, 20021, 22114.
Sciences 10665, 11226, 11367, 20021, 20030, 20614, 21429, 21645, 21775, 22114.
Screening Tests 23536.
Secondary Education 10339, 11261, 21509, 21645, 22102, 22114.
Secondary School Students 10244, 10507, 10714, 11226, 20021, 20024, 20826, 21108, 21194, 21276-21277, 23086, 23184, 23238.
Secondary Schools 10665.
Self Actualization 20826.
Self Expression 21110.
Senior High Schools 21276.
Sequential Approach 21509.
Services 11877.
Small Schools 21194.
Social Development 20042.
Social Sciences 20124.
Social Studies 10339, 10665, 11367, 20030, 20614, 21429, 21509, 21645, 21775, 22713, 23249.
Solid Geometry 10341.
Special Classes 10335, 11261, 11317, 11367, 11879-11880, 20024, 20027, 20032, 20042, 20406, 20758, 20800, 23536.
Special Schools 10507, 21645.
Staff Role 11878.
Standards 21110.
State Aid 11877.
State Federal Aid 20030.
State Legislation 21746.
State Programs 10340, 11877, 11879-11880, 20027, 20030, 20717, 21775, 21935, 22537.
State Surveys 20027, 21935.
Student Adjustment 20035.
Student Attitudes 10507, 11226, 20021, 20758, 21276, 22006, 23536.
Student Characteristics 10340, 10851, 11367, 20042, 20750, 23227.
Student Developed Materials 20758, 21108.
Student Evaluation 10244, 11878, 11880, 20024, 20826, 21475, 23086, 23536.
Student Placement 20024, 20800, 21475.
Student Reaction 21276.
Student Seminars 11878, 21194.
Summer Programs 11226, 11878-11879, 20021, 20030, 20035, 20042, 21275, 21966, 23434.
Surveys 10244, 20024, 20027.
Talent Identification 20367, 22102.
Talent Utilization 11879, 20367, 21110, 21957, 23454, 23478.
Talented Students 10244, 10851, 20750, 21966, 22102, 23086, 23238, 23454.
Taxonomy 10851.
Teacher Attitudes 10677, 21957.
Teacher Certification 21277.
Teacher Characteristics 23434.
Teacher Education 10244, 10851, 20824, 21957, 22102, 22491, 23454.
Teacher Qualifications 20367, 21645, 23263.
Teacher Role 10851, 10893, 11880, 20024, 20032, 20614, 20750, 21746, 21957.
Teacher Salaries 11877.
Teacher Selection 10244, 20027, 20717, 21775.
Teachers 10714, 11261, 21966, 23086.
Teaching Guides 22104.
Teaching Methods 10244, 10335, 10665, 10677, 10694, 10851, 10893, 11048, 11237, 11261, 11367, 11592, 11927, 20024, 20030, 20124, 20824, 20826, 21276-21277, 21957, 22102, 22491, 23086, 23434, 23453-23454.
Technology 11879.
Televised Instruction 11048, 23453.
Testing 10244, 10694, 11877, 21645, 22006.
Textbooks 11877.
Theater Arts 22713.
Thought Processes 10694, 11048.
Training Techniques 20035, 21275.
Transportation 11048, 11877.
Tuition 11877, 20406.
Underachievers 10677, 10893, 11261, 11367, 11954, 20614, 22102.
Ungraded Classes 21194.
Units Of Study (Subject Fields) 10339, 10341, 10677.
Urban Education 21957.
Urban Environment 22713.
Wechsler Intelligence Scale For Children 22114.
Work Experience Programs 11878.
Workshops 10335, 11878.
World History 10339.